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

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent of Elementary Education

STEVEN CHAMBERLIN
Assistant Superintendent of Secondary Education

MARGARET A. BEAUCHAMP
Director of Student Services

AMY FACEY
Business Administrator

SAU #39 Board Meeting

Wednesday, October 13, 2021 – 6:00 PM

Souhegan High School – Learning Commons
412 Boston Post Road
Amherst, NH 03031

Call to Order	*6:00 PM*	*Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order*	
Public Input I of II	*6:00 PM*		
Principal Reports	*6:05 PM*	*Board to review Principal Reports for Clark-Wilkins, Amherst Middle School, Mont Vernon Village School, and Souhegan High School*	C-W Principal's Report AMS Principal's Report MVVS Principal's Report SHS Principal's Report
Consent Agenda	*6:45 PM*	*1. Treasurer's Report- August 2021* *2. 09 16 21 Draft Minutes – SAU* *3. 09 20 21 Draft Minutes – SAU* *4. Amherst School Board Update* *5. October 1, 2021 Enrollment* *6. Policies to Approve from 09 20 21* *7. Facilities Update*	SAU #39 Treasurer Report- Aug. Draft Minutes, Sept. 16, 2021 Draft Minutes, Sept. 20, 2021 ASB Memo Enrollment Update, Oct. 1, 2021 Policy Packet Facilities Report – Sept. 27, 2021
Board Goals	*7:00 PM*	*The SAU 39 Board will discuss potential board goals for future adoption*	None
Vote	*7:05 PM*	*The board to vote on rescission of Policy BBBH-R*	None
Superintendent Report	*7:10 PM*	*SAU 39 Superintendent of Schools Adam Steel to present his report to the board*	Oct. 2021 Superintendent Report
Presentation	*7:25 PM*	*Souhegan High School Principal Mike Berry to present his K-12 Visual and Performing Arts Presentation to the board*	K-12 Visual and Performing Arts

Budget Presentation	*7:50 PM*	*Business Administrator Amy Facey to present the FY23 SAU Budget to the board*	None
Appointment	*8:20 PM*	*The board to appoint a community member to the SAU Budget Committee*	None
Policy: First Read	*8:25 PM*	*The board to review the following policies as a First Read: BBAB/BDB, BDD, BDF, BGD, BGF, EHAC, GBCD, GBEA, GBEB, GBEBE GBK, KICL, BBBA, BCB, BEDH, BHC, BIB, and EBB*	Draft Policy Packet
Public Input II of II	*9:05 PM*		
Meeting Adjourned	*9:10 PM*		

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

Current Enrollment

Grade	August	September
PK	39	39
K	118	118
1	127	121
2	123	123
3	153	147
4	129	129
Total	689	677

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.

Arrival and Dismissal

We have been working hard at making our arrival and dismissal procedures as smooth and efficient as possible, while always keeping student safety in the forefront of all plans. We have added a staff member to support the crossing guard at Wilkins, helping to gather groups of students to cross the road at a single time, which has helped with the flow of traffic for buses and cars in front of the school. We have also started to unload several buses at Clark beginning at 7:20, which allows them to begin their HS and MS routes soon after the Wilkins drop off time. We are very excited to have our Friday morning drop off music back in action at Wilkins too!

Lunch and Breakfast Program

Our daily lunch and breakfast counts are up significantly this year. At Wilkins, we have between 110 and 140 students getting breakfast each day and approximately 400 students enjoying hot lunch. Given the increased number of students eating breakfast, we have set up two mobile breakfast pick up stations, one in the MPR and one in the middle hallway near buses, to allow for students to quickly pick up their breakfast and head to class. Kudos to our special education team for their work manning this very important duty station each day, ensuring that our students have access to a nutritious AND delicious breakfast in the morning. A HUGE Hootie

Shout Out also to Justine Goterch, our kitchen manager, John Lash, nutrition director and head lunch server at Clark, and the entire kitchen crew. We are so grateful for their hard work and look forward to lunch time each day.

Culture Club

This is our third year of Culture Club. The Culture Club is made up of staff from both buildings, approximately 20 members, that are looking at improved cultural opportunities for both of our staff and students. We meet monthly, or whenever needed for special projects. We are very excited that the group will be present for the school board meeting to discuss our mission and accomplishments. Over the past two years, some of the accomplishments are starting the OWL Expectations and positive behavioral incentives program, naming Hootie, golden spatula awards, staff birthday acknowledgements, positive morning messages, spirit weeks, snow day challenges, kindness day, staff flocking, and the welcome back picnic to name a few.

Principal's Council

We are excited to start our student leadership opportunities at Wilkins. Applications for the Principal's Council went out this week and we received 50 applications from our 4th graders. We will choose our council over the next week. The students will have many service learning opportunities throughout the school year. One of our first tasks will be assisting with school-wide Hootie Expectations. In addition, we will be soliciting their ideas for school and cultural improvements in the school and community. We will have several other student leadership opportunities like Recess Rangers, WHOOTE Radio DJs, and Hootie's Council. We believe strongly in the academic and social benefits of student leadership in schools. Stay tuned for further updates of our programs.

Open House and Parent Q & A

On September 9th, the leadership team held a Zoom Webinar for all parents in grades 1 - 4 during open house night with classroom teachers. Click here to check out our taped webinar. Classroom teachers each held Zoom meetings with their parents and many of our parents tuned in. Teachers were able to offer virtual tours of their classrooms, review student schedules, discuss curriculum, and answer parent questions.

PTA Ice Cream Social

The PTA Ice Cream Social will be held on Thursday September 30th outside on the Wilkins Playground. We are excited to have our staff partner with the PTA to scoop ice cream and enjoy treats together outside. The YMCA will be attending the social to share information with parents about the new program that will start on October 12th.

Emergency Aftercare Program (Hootie's Hangout)

We are so thankful for the hard work of our staff over the past several weeks to put together Hootie's Hangout, the Clark-Wilkins Emergency Aftercare Program. Three of our teachers stepped up in leadership roles, Megan Murrell, Brittney Doyle, and Brenden Holt, and have worked collaboratively with 12 other staff members to plan and implement an enjoyable and meaningful after school program. Students have been able to spend time working on art

projects, playing outside, and in the library, receiving homework help and enjoying some quiet reading.

Partnership with YMCA
The leadership team and Assistant Superintendent Landwehrle have been meeting with the COO and directors of the YMCA program to plan for our collaborative after school program. The YMCA School's Out Program will begin on Tuesday October 12th and registration information will be available online and sent out to all families in our weekly newsletters. Anna and Kathleen met with the YMCA to conduct a Q and A session that will also be available virtually for all interested parents to watch. Click here to check it out.

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

Mathematics Curriculum Work
Clark-Wilkins teachers have been hard at work implementing a new core resource for math this school year. All teachers elected to participate in the pilot of this new resource to implement our curriculum with students and they have been working hard with their teams to understand the lesson structure and utilize the resource to ensure that students are provided with rigorous and engaging math instruction. This common resource also allows for teachers to have important conversations about student progress as it relates to the curriculum and work together to share successful strategies to help improve and extend learning. A core group of teachers, one per grade level and mathematics interventionists, recently spent time collaborating with colleagues at AMS and MVVS while meeting with a specialist to review the resource and provide feedback.

Late Start Professional Development Topics
We are utilizing late starts to provide teachers with critical collaborative team time. Due to our schedule, classroom teachers across a grade level do not all have a common planning time. The late starts for September and October are dedicated to grade level teachers engaging in important conversation and work on their grade level curriculum. Additionally, our student support service staff and special education teachers will be connecting with colleagues for ongoing professional development. One highlight of our work this past late start was the MyTime program staff kicking off their professional book group on The Behavior Code.

Partnership with St. Anselm's College & Student Teachers
We are excited to share that we will have 5 full time student interns at Clark-Wilkins in the Spring of 2022 due to a new and exciting partnership with St. Anselm's College Education Department. This fall, many of those students will participate in observation hours, with some of them completing a lengthier elective internship, to get to know their cooperating teachers and classes before beginning full time in the Spring. In addition to our partnership with St. Anselm's, we have several students from SNHU and Rivier completing observation hours in classrooms.

Teacher of the Year Finalist

Congratulations to Mrs. Victoria Boothroyd! She is one of six finalists for New Hampshire's Teacher of the Year. We are very proud of her and are lucky to have her as part of our team.

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

NWEA & Universal Assessments
Clark-Wilkins students completed Fall NWEA the weeks of September 20th and September 27th. In addition to NWEA, our literacy and math interventionist teams and classroom teachers have completed universal assessments for all students to ensure that we have a solid baseline of information that is used to inform instruction and design enrichment and intervention programs.

Tier 1 Behavioral Interventions
Each week the leadership team meets with the school counselors, social workers, and BCBA, as a BAT team (Behavior Assistance Team) to review student concerns and develop plans for addressing school wide behavior needs. We utilize data collected from student behavior referral forms to determine priority topics and then develop plans of action to support staff and students. An example of a recent action plan from this group was to adjust the curriculum for Tier 1 guidance in grade 2 to focus on Zones of Regulation being taught to all students to help to develop strategies for regulating emotions. Mrs. Towne, the Wilkins school counselor, will be teaching this to all grade 2 students during her in class time, which is scheduled as a collaborative time for teachers to also participate.

MTSS Core Team and Student Meetings
The Clark-Wilkins RTI/MTSS core teams have met and student meetings have started, both with new referrals for students and check-in meetings on students who needed additional support in the Spring and Summer. Our literacy and math interventionists meet with each classroom teacher to discuss plans for targeted interventions and also to share instructional strategies and skills that the classroom teacher can work with students on during small group instruction in the classroom.

Clark-Wilkins Snapshots

Buffet Lunch and Fine Dining Lunch at Wilkins

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

Middle School Excellence.

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

- **Launchpad Update-** Launchpad is in full swing at AMS and begins students' and staffs' day each morning in grades 6-8. Launchpads all follow a common format, designed to build voice and community in these groups. During the August Inservice, AMS staff learned with Sarah Fillion more about the developmental characteristics of the various ages within our school in order to better understand our students. The learning looked at strengths and values of each age as well as the areas that challenge them. This allowed small groups to start discussing what this could look like in our mixed grade launchpads and how we can leverage each age's strengths to build a supportive community. Even within a grade level, 3 different ages of students can be included in a single class! The learning was interactive and able to be applied in our classrooms the very next day!

- **Wellness Wednesdays-** Our Social Emotional Learning (SEL) Team has created questions that engage participants in LaunchPad and Morning Meeting each week. We have affectionately titled this event Wellness Wednesday, where we take the time to engage students and staff in a conversation about the SEL competencies of awareness, self management, responsible decision making, and relationship skills. We are working to build understanding of SEL in our staff so that we can better support students. Our goal is to have SEL simply be part of who we are rather than something we do.

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

- **Staff Culture Club-** This group met recently to start looking at how to support our strong sense of community at AMS. This volunteer group came up with new ideas and shared successful ideas from our recent past. The conversations around small recognitions to large group participation was invigorating and heart-warming, reminding us of how lucky we are to be part of this supportive community of professionals. The group plans to try to offer 3 culture-building activities each month: a potluck lunch, a social event outside of school, and an activity/recognition/competition within the school day.

- **Clubs & Activities-** AMS is about to re-launch our afterschool clubs and activities. We feel with over half the student population being new to after school events at AMS and the opportunity to inject new ideas from our students, it was time for change. We have challenged staff with new student ideas for clubs and activities and are looking for staff submissions. Currently we have two activities that have already started. Mountain Biking Club and Student Leadership & Service began the week of September 17. Each club welcomed students across all grade levels to the exciting adventures they each offered. We plan to

add Jazz Band to the mix in the near future along with other options for students looking for their next adventure.

- **The AMS Eagle Challenge-** You may have heard of the Devious Licks challenge on Tic Tok encouraging students to destroy or steal school property. Unfortunately, while AMS has not been immune to this challenge, these acts do not represent who we are as a community. We are talking about this as a school community and ask that families partner with us to continue the conversation at home about the negative impact these acts have. There is such an alarming number of trends on social media that our students are exposed to. So many of them are harmful to both students and the community. As an adult, a parent, or an educator it is really hard to keep up and ahead of all of these destructive ideas. So let's change the narrative! In the announcements, we'll post about the AMS Eagle Challenge. The AMS Eagle Challenge will ask members of our community of learners to take action to build up one another and our community through acts of kindness, generosity, and encouragement. Maybe it's volunteering to help clean up a space after lunch or an activity, encouraging a classmate to share their ideas in class, holding the door for others, creating a positive sign for the hallway or bathroom, bringing in a small token to brighten someone's day. The ideas are endless! The AMS SEL team will be trying to "catch" students in the act to compile a slide show of all the ways AMS is great! Let's make this challenge go viral!

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

- **MTSS Updates**- We held our first data dive meeting Friday September 24. The purpose of Data Dives is to review grade level information to look for trends that can be celebrated or addressed in Core instruction. Each grade level has identified work on which to focus. Together, supported by administration and led by the MTSS teacher leadership team, we will utilize a new "Problem Solving" form to bring focus to struggling students. This is a strength-focused form and process on which to build momentum in helping students.

- **Late Starts-** Late Starts this year will be a balance between school wide training/professional development and staff proposals in support of our school wide goals. This balance seeks to continue to move us forward as a community of learners and also supports teacher voice in designing the learning and curriculum development work. Using the school wide goals, which are aligned to the district goals, to develop our late start plans helps to ensure that we are all working towards common goals in personalized ways. Together, this moves us forward as one community of learners. During our September late start, AMS staff focused on community and connection as we are all coming together after a disrupted school year, a training on HB2, and time for staff proposed plans including further developing our SEL supports/offerings, Assessment map evaluation, and overall curriculum collaboration.

- **Virtual Open House-** We hosted our virtual Open House on Thursday, September 23. The night was for all families of all our students beginning at 6PM with grades 5 and 6 and then again at 7:15PM for grades 7 and 8. Our staff shared their role, curriculum topics for the year and general overview of expectations. The energy and enthusiasm of our staff was contagious! So many commented on how nice it was to listen to their colleagues' passion for teaching, students, and the curriculum.

- **Leadership Learning Walks**- In September, AMS Leadership met with Steve Chamberlin to review our practices and procedures for observations. We then set out as a group to visit a few classrooms and discuss what we observed in each classroom. Steve then set up times to meet with each of us individually to complete more Learning Walks and work to improve our own practice of observing and giving critical feedback to staff that is reflective and actionable. The overall goal is to calibrate our

coaching of teachers and instructional practices. A number of teachers have already begun to ask for visits and feedback on specific aspects of their practice they are interested in improving.

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

- **Campus Use and Outdoor Access-** Teachers continue to leverage our outdoor areas for classes throughout the school day. There are 6 distinct areas that teachers can sign-out up to a month in advance to conduct lessons and outdoor learning. In addition, many teachers are taking advantage of open areas for movement and mask breaks throughout the school day. The beautiful weather has supported outdoor PE nearly every day. Our science classes have been exploring the various habitats across the AMS/SHS campus including an 8th grade trip to the Souhegan River to begin discussing watersheds, water quality, and how humans impact the environment.

- **Outdoor Classroom Update-** Thanks to EVERSOURCE we received 12 large spools for seating and table space in our front and back yard spaces. The space in the rear of the building is being constructed as a new outdoor learning space thanks to a generous contribution from the Amherst PTA. We will be adding seating, a sail for shade and mulch for a more comfortable and welcoming space.

Facilities, Finance, and Operations

- **Enrollment**

Grade	Aug.	Sept.	Ave class size
5	149	150	21
6	133	134	19
7	175	178	22
8	190	187	23
Total	647	649	

- **Building Update-** We now have both locker rooms free of the furniture housed there due to storage constraints last year, and open for student use. Classroom furniture continues to be an area of need when making sure we have a balance of what is needed for our students and enough storage and space for instructional materials.

  The concern over the bee population at lunch time has been addressed. We have had two professionals, a beekeeper and pest control, consult on the issue. Removal is best conducted by the beekeeper however, they are unable to do so without a specific hive to move. The identification of the species of bees is primarily honey bees. This helps, knowing they are not aggressive yet difficult as they can travel up to two miles from their hive when out collecting. We will be temporarily moving lunch inside to test and strengthen our indoor lunch supervision in preparation for the upcoming seasonal weather and alleviate most of the stress for eating lunch outdoors.

  Arrival and dismissal procedures are going well, though we have some concern for our afternoon pick up increasing. The fall season brings increasing athletic participation and a decrease in the number of students departing at 3:24pm each day. This will likely change near the end of October as athletic teams wrap up their seasons and we see an increase in pick-up. We are already working to reduce the congestion on Cross Road and speed up dismissal in preparation. Our parking is limited for staff and have begun offering staff parking in the back student lot of Souhegan, which eliminates the need to park

in front of the building. We have twenty spots along our back field that staff can now use and enter the rear of the building at a door with key card access. This change has allowed us to add the three lanes of traffic to our front blacktop area in order to conduct two lanes of pick up each afternoon. We are also using the Cross Road loop, off of Windsor Drive, for overflow from families lined up in our parking lot to alleviate the congestion on Cross Road in front of AMS.

- **School Breakfast & Lunch Program- "**Free Food" is all they needed to hear. Our school lunch program has seen its numbers more than double as we are now serving well over 300 meals consistently each day. This is wonderful and welcome to the kitchen staff; however, it also comes with concerns for efficiency about delivery and time to eat. We do not rush students to finish their lunch and also are working with Food Services to provide the same level of service and adequate time to eat for every student. We continue to monitor our numbers and make adjustments to find that balance of best practice. Students are encouraged to memorize their student identification number and be prepared to request items from the menu for the day. These two factors alone cause students to delay their experience when in line.

- **Athletic Shed-** Thank you to Elysse Bell and Lucie Hodgdon who worked on their Silver Award Project representing Girl Scout Troop #22802 and constructed a new shed for AMS Athletics. The shed now resides by the batting cage alongside a previously constructed and already filled shed for supplies. The girls completed this project through the challenges of a pandemic finding donors and resources to support and make this new structure a reality.

- **Building and Planning for the Future-** Banwell Architects met with a group of AMS faculty and staff On Thursday September 16th to share out the processes and plans for the AMS building renovation to date. Staff were able to review proposed plans and better understand the considerations and how their voices contributed to the current designs. Great questions were asked and we will continue to meet with groups to refine the plan to truly create a space that will support learning into the future!

Upcoming Events

October 8: No School, Teacher In-Service Day

October 11: No School, Columbus Day

October 12: LATE Start, 10:30AM School Begins

October 15: Picture Retake Day

October 15: Outsider Day, Grade 7

October 18-22: Grade 8 ECOLOGY SCHOOL (Team 8-1)

October 25-29: Grade 8 ECOLOGY SCHOOL (Team 8-2)

MVVS Principal's Report

It takes a village to SOAR together....

We will Engage, Challenge, and Support All Learners

October 14, 2021

Meet Our MVVS Falcon. Name TBD in October!

Recognitions

- Thank you to our PTA for a terrific community event, the Ice Cream Social. From all accounts this was a record turnout and much ice cream was consumed.
- I would like to recognize our Grade 6 Recess Mentors for October Madison Phillips, Maddox Smith, Aria Lizotte, Jackson Fuller, Jaxson Densmore, Ava Burbee, Max Cassidy, and Stella Foley. Also, thank you to Grace Barrett who will be assisting with Morning Announcements.
- Thank you to Heather Kennedy, from MV Rec, for visiting our staff meeting in September. Heather talked about our partnership with MV Rec and some of the events planned for this

year. Officer Slavin will be visiting our staff meeting in October to talk about our partnership with the MVPD.

Enrollment Update

K	26 (+1)	VLACS	HS w/Specials
1	29		
2	30 (+1)	1	2
3	33		1
4	34		5
5	33		
6	30		2
Total:	215	1	10

Items of Note

- **Student Leadership**
  - We have completed sign-ups for October for recess mentors and daily announcements. Training began during the week of 9/27.
- **Emergency Management**
  - Evacuation Drill - 9/7/21 & 9/16/21
  - Lockdown Drill - 9/22/21
  - Bus Evacs - 9/30/21
- **Operation Pumpkin**
  - Souhegan High School students from the Ethics Forum will be continuing the tradition of Operation Pumpkin when they visit MVVS on October 29th. We are looking forward to a meaningful day for our students. Also, we will carry on the tradition of the Halloween Parade that afternoon.
- **Parent Conferences**
  - We are looking forward to our parent conferences coming up in November.
- **NWEA**
  - We completed our NWEA assessments in early October. All students were assessed in both literacy and math. A big thank you to our staff for working hard to support our students with this assessment even despite a few technology challenges in the lower grades.
- **PD Staff Meeting September**
  - Math Instruction, Specials Department Meeting, Humanities Unit Planning
- **Observations**
  - 70+ Classroom walk-throughs (drop-ins)
- **SOAR Assemblies**

    - I met with students K-3 and 4-6 on October 4th to review SOAR matrix and present on how we will be building spirit and community this year at MVVS.
- **Individual Student Plans**
    - Our RTI team at MVVS will be meeting in early October. We will be working on a template and I will report back with an update in November. We are currently analyzing grade level fall assessment data.

Kindergarten Update

Kindergarteners are adjusting well to school procedures and expectations. In math we are working on number sense to five. We have practiced writing, counting, and showing numbers to five. Kindergarteners are working on creating and naming patterners. We are becoming subitizing pros!

In language arts we are working on lowercase letters t, b, f, m, n, u and i. We are working recognizing the initial and final letter sounds in a given word, rhyming words, and we are able to put together and breaking apart compound words. Kindergarteners are working on recognizing that sentences start with a capital letter at the beginning and ending punctuation. We are learning about what readers do and how to become efficient readers. We are working on understanding characters and settings of books. We are also working being able to retell a story starting at the beginning, telling about the middle, and the end. In science we are being weather watchers! We are looking at the weather and we can notice seasonal patterns.

Grade 1 Update

First grade is off to a great start! We have spent the majority of our first couple weeks establishing classroom procedures, routines, and expectations. Students have learned a lot about our daily schedule and are adjusting well to first grade. We have just finished Unit 1 of our Fundations program. Skills we worked on were reviewing the letters, their sounds, proper formation, and alphabetical order. We have also begun our first unit in our Reading Workshop. Right now our focus is to build good reading habits, as we practice our reading every day.

We just wrapped up our first unit of math, Numbers All Around Us. In this unit first graders explored and communicated about numbers. We worked to develop number sense and number combinations. It also introduced important math models such as the number rack and ten frames.

Grade 2 Update

Second graders continue to work on cooperation and collaboration. In math, students have made number racks and number strings to solidify their fact fluency to 20. These also provide concrete models to help solve story problems. Students have been counting by 2s, 5s, and 10s starting at any given number and visualizing groups of 5 or 10.

During literacy, students have been working on strategies for understanding unfamiliar words. They have practiced looking for familiar word parts, using context clues and pictures, and making sure the words sound right. Students have also been thinking like scientists. They have learned to identify animal characteristics in order to group them. Students explored how different bird feeders attract different types of birds. Then each student designed and built a model of a feeder that attracted a bird of their choice.

Grade 3 Update

Third grade students have been SOARing through the first month of school! Students have been working to build a classroom community, all while working through our first units of the school year. In reading, students have been practicing to "set themselves up for success" when reading at school and at home and practicing the skills to understand a story. These skills include retelling stories, making connections, and making predictions. In writing, students are studying the author and illustrator, Patrica Polocco. We have read many of her stories so far, focusing on what she chooses to write about, how she chooses to share her stories, and even studying her illustrations! In Fundations, students have been reviewing and building upon second grade skills, such as identifying and marking digraphs, glued sounds, closed syllables, and closed syllable exceptions.

In math, students have practiced many strategies to add and subtract. Some of these strategies include making tens, using number lines, and adding to subtract. Students have loved the Work Place activities that reinforce the skills taught in class. Throughout the month of September, students were also building foundations skills of multiplication through the Number Corner unit, which included studying different models of multiplication and even writing equations.

Grade 4 Update

STEM:
In fourth grade, we started the year with getting to know you activities, STEM Challenges, goal setting, and learning about growth mindset. Now in math, we've been focusing on the importance of place value when estimating, comparing numbers, adding, subtracting, and solving real world problems. Next, we'll be learning about multi-digit multiplication. In science, we have been investigating Earth's features and processes. So far, we've explored where volcanoes can appear in the world and why different types of volcanoes have different types of lava. Next, we'll be exploring weathering and erosion.

Humanities:

In reading, we started the year making inferences and learning about the importance of choosing "just right" books that also interest us. We learned how to do a synthesis retelling by retelling only the part of the book we've just read, then summarizing the related backstory and have used envisionment strategies to see and hear inside the texts we read. We've practiced reading to develop defensible ideas about characters and practiced how to decide which

details are significant. Next, we will be finding meaning in repeated details, finding complications in characters, and grounding evidence back in text.

In writing, we have been developing our realistic fiction piece we will be writing. We have been imagining stories from ordinary moments and stories we wished existed to give us ideas. We have been working hard to develop believable characters and give those characters struggles and motivations. Next, we will be plotting with a story arc and drafting and revising with an eye toward believability.

In social studies, we are learning about New Hampshire's geography. We've focused on introductory map skills, first with maps of New Hampshire then expanding to larger maps. We have learned the difference between human and physical features and practiced identifying them on various maps. We also spent time identifying where we are and where we are relative to other locations in the state. We have started looking at topographic maps and how they relate to the land types in New Hampshire. Next, we will continue discussing the land types and learn how they were formed by glaciers before moving on and learning about the geographic regions of the state.

Grade 5

Grade 5

Grade 5

Grade 5 Update

STEM:

It as been a busy September in grade 5 math and science. Our first science unit is called "Our Place in the Universe". The focus of this unit is on patterns of day and night based on sun's placement in the sky and the length and directions of our shadows, as well as seasonal patterns in the sunlight we receive ad the constellations we see. Students will also learn about the impact of gravity on earth. So far we have started the unit with a brief research planet project and jigsaw so that students could become more knowledgeable about our solar system before we jump in to more complex topics. In math class, we have been learning about volume and surface area. During this study the students have also been practicing writing expressions and learning about the order of operations. This has all been done while solving a

problem over multiple days in which students needed to select the most cost effective boxes that could be built for shipping baseballs. The students have also learned and played several new math games. During our "Number Corner" sessions, students are learning about fractions and decimals as they relate to clocks and money.

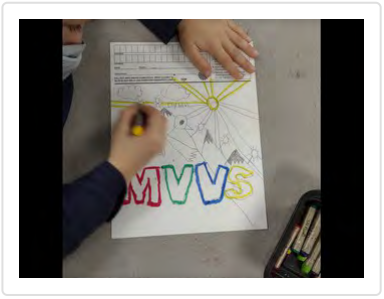
Humanities:
In reading, students are learning about plot elements and realizing that stories follow a predictable pattern. Students are then using this knowledge in helping them write summaries of stories with just the right amount of information. Also, students are practicing making inferences, determining a theme of a story, answering open response questions with evidence to support their thinking, and reading aloud with expression. In writing, students are learning various writing techniques to enhance their stories. This includes incorporating figurative language, writing dialogue properly, knowing when to be descriptive and when not to, etc. In social studies, students have learned a little about each continent and some map skills. They are studying early exploration and are currently going through a simulation to see the various hardships early explorers faced.

Grade 6 Update

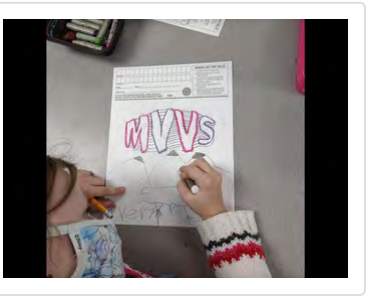
STEM:
We started off the year with a review of fractions to prepare students for the proportional thinking required in sixth grade math. We are now working on representing positive rational numbers on a number line and using these number lines to order and compare numbers (whole, decimal, and fractional). We will also work on determining the prime factorization of numbers, which will support students in determining the greatest common factor and least common multiples of pairs of numbers. This is beneficial when finding the simplest form of fractions (greatest common factor) or when finding a common denominator (least common multiple). In science, students enjoyed familiarizing themselves with the scientific method and teamwork in a lab setting by starting off the year with STEM labs. Now, students are learning about weathering, erosion, and deposition, how these things contribute to the rock cycle, and how the rock cycle allows scientists to understand how the Earth has changed over time. They have been exploring these processes through hands-on activities and are beginning to model the work of scientists.

Humanities:
We are finishing our look at the Elements of a Story next week and we will begin our first novel study. During this time the students will put into practice analyzing what we read by being able to answer questions by providing textual evidence to support our thinking. We have also completed a few informational reading articles to look at main idea and supporting details. In Social Studies, we have been trying to improve our understanding of Latitude and Longitude through various different activities and we are putting our new knowledge of the Five Themes of Geography into practice by looking at the state of New Hampshire through this lens. Students will then be assigned a state to research using the Five Themes to guide them. This will be their first attempt at presenting their work to their peers. Once this is complete we will begin our adventure into the study of Early Humans.

Art Class



Amazing Work



Our students rock!

Art Update

School spirit continues in the art room! We identified the symbols in the school logo, and talked about the meaning behind the school's mascot. Grades 3-6 dove deeper into symbols and broke down the logo into its symbolic meaning. We started with questions like, what does the rising sun signify in relation to your school? What could mountains represent besides the literal connection to the MV hills? And how is the soaring falcon connected? What could its meaning be? Each class identified logos on their clothing, and from memory- older grades learned this as a design and marketing technique. Students were asked to recreate the school logo, keeping the symbols they like, or changing it entirely. Their designs will be used for Square 1 fundraiser art and sell school spirit merchandise. Other learning goals from this lesson: Younger students k-2 were shown how to draw a soaring falcon. 2nd grade learned how to make block letters to make it stand out in their design. All students understand best effort and what it looks like, and its relevance to creating stellar vs sloppy square 1 designs. Watercolor options and brief management skills were introduced. Grades 2-6 had choice to use sharpie or oil pastels to trace over their final designs, and could fill with oil pastels, watercolors or markers. K-1 could use oil pastels to trace their lines and fill with watercolor and are beginning to learn process, technique and management skills.

Family unit will be next- all grades will be learning age appropriate ways to draw the portrait with various mediums.

Spanish Update

This month we continued to discuss Hispanic Heritage month, specifically the celebrations which take place during the Independence Day of Latin American countries and how those compare and contrast to our July 4th celebration in the United States. The students have been reviewing and practicing their greetings in Spanish. We have also delved into Spanish immersion in classes, aiming to speak only in Spanish for up to fifteen (15) minutes of class. I have been so pleased by the overwhelming enthusiasm of the children to challenge themselves to speak in Spanish for longer each class. We have practiced Spanish immersion through the method of circumlocution whereby children can feel confident that even if they do

not know the exact translation of the Spanish word, they can figure out the word through the context and other familiar words.

Grade 6 students are preparing a PowerPoint presentation of their family tree in which they have labeled their family members in Spanish and describe the emotion conveyed by family members in the photographs they provided.

Grades 1-5 have completed units on greetings, emotions and family members. With this knowledge, they are building their own printed family tree which they will be working on in class. Kindergarten continues to work on becoming more comfortable with greetings, mainly through songs, videos and games. It has been such a pleasure to work with students in cementing their foundational knowledge of Spanish.

Physical Education Update

Grades K-2: Students started off the year developing and reinforcing locomotor skills (hopping, skipping, sliding, galloping, running) while incorporating various games and relays with hula hoops, cones, balls and dice. Students also reviewed the importance of how to S.O.A.R properly in PE class: use kind words/sportsmanship, take turns/teamwork, be safe, and respect yourself, others and equipment.

Grades 3-6: Students started off the year with a unit on Soccer. While learning and performing the various skills and drills associated with soccer (dribbling, passing, kicking), students also reviewed the importance of safe spatial awareness, respecting personal space and boundaries, and working independently and cooperatively. We incorporated lots of equipment (beach balls, scooters, bowling pins) while playing various types of soccer games.

Library & Technology Update

Digital citizenship lessons are continuing with a focus on cyberbullying, how to be a good digital citizen, internet safety and media balance. We are studying New Hampshire award books, learning about the history of banned books, typing, coding, and listening to various read-alouds. All students had the opportunity to participate in hands-on makerspace activities during testing week.

School Counselor Update

This month, in the lower grades the students have started Unit 1, Skills for Learning, of the Second Step program. This unit is designed to teach students how to Focus Attention, Learn to Listen, Follow Directions, Be Respectful and has introduced Self Talk. The upper grades have focused on Learning Empathy, Listening with Attention, Being Assertive and Working in Groups. All grades have been taught these skills and then were given opportunities to practice them through group games and partner work during class.

Next month, the lower grades will continue to work through Unit 1 and learn about Empathy and Being Assertive. They will continue to practice these skills each day. The upper grades will be finishing up Unit 1 and then moving on to the next unit, Learning Emotions. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Special Education Update

The special education team has been excited to welcome students back into the building this year! Those students who participated in services via remote modality have seamlessly transitioned into the in-person setting. Additional supports for the transition are available through our counseling office as needed.

Select students who qualified for Extended School Year (ESY) services participated in an in-person modality, project-based program throughout the summer. The program was successful in offering a Roblox theme that promoted continued engagement, while minimizing skill regression. This was the first ESY program that has been held in-house in years, and we were thrilled to offer this opportunity to our students who require this level of support. As a result of our efforts, students who participated in the program were ready to jump into new learning already this school year, along with their peers.

After a successful summer, the start of the 2021-2022 school year has continued to be productive, with many special education and related services beginning for students day one. Team members support students in special education and regular education settings, and continue to support many students during WIN times. The team is always excited to work closely with classroom teachers, and are thankful for their partnership in supporting all students!

The special education team has also been working to assist with schedule development for the Fall 2021 NWEA assessment. The team has identified accommodations necessary for students, and has worked to implement those accommodations in the test setting. We are very pleased that students have put forth great effort in taking these assessments, and we are excited to use this data to inform our instruction. As a universal screening tool, the Fall 2021 NWEA scores will also identify students of concern. The special education team looks forward to assisting to develop an RtI process that will further address these student needs.

School Psychologist Update

Special education re-evaluations are in process and on time. Evaluation planning meetings with parents have been held and will continue to be scheduled as needed. Teachers are currently observing and evaluating student needs to determine the need for referral to special education.

Reading Specialist Update

September has been busy! Dr. Holm has met briefly with each MV student to screen for reading concerns, as well as assisting with NWEA assessments in small group settings. Kindergarten and first-time MV students in grade 1 have also been screened for Dyslexia, per the NH state requirements. Parent notification and permission slips for RTI sessions in grades 1-6 have gone home and nearly all have been returned. (Kindergarten support will be push-in 2 days per week in each class.) Approximately 25 students in grades 1-6 will receive targeted literacy support for the first term.

Math Specialist Update

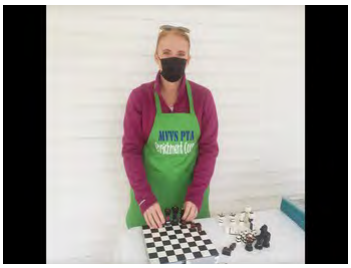
As always, we are hard at work in improving math opportunities and instruction at the Village School. As a math interventionist, the focus of my September has been two-fold. On one hand, I am supporting teachers as we embark on a year of piloting new programs. Through many training opportunities, our teachers have altered their methodology in regards to math instruction. Students have taken the center-stage and have been learning to be problem solvers who hone their skills by sharing new strategies and instructional models. Both of these pilot programs were developed by teams of people well-versed in best practices as well as research on how the brain learns math. As a staff, we were well on our way to offering exemplary instruction. However, these programs provide resources that are proven to be rich, engaging and effective. Adopting a new program is the next step in enhancing our classroom offerings. We have experienced some growing pains, but all teachers are striving to bring fidelity to the program as well as maintain momentum and excitement . Teachers also generally report that students love the "Work Places", game based activities.

Another focus has been using our Bridges Intervention Program to further assess students on gaps in learning and relative soft skills. This is critical as students have missed pockets of instruction during the pandemic. I have grouped students based on needs, allowing me to cast a wide net and service a variety of student needs. Five groups have begun pull-out sessions during WIN time, providing the opportunity for targeted instruction for a cycle of three, thirty-minute sessions for six weeks. Some groups are getting intensive instruction in fluency strategies while others are learning how new models can develop deeper understanding of multi-digit operation. Beyond the five pull-out groups, some groups are receiving push-in intervention to fill in gaps as they present themselves in daily instruction. No matter the vehicle, we are all looking forward to the chance to grow as competent mathematicians.

MVVS PTA Ice Cream Social - 9/16/21

Yum!

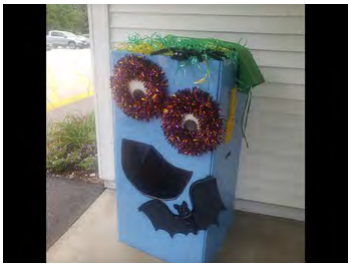
PTA Rockstars



Robotics Chess Club

Community

Finally here!



Candy Monster

Grade 6 Science

Outdoor Classroom

Bird Garden

MVVS Outdoor Classroom Space

- We are making terrific use of our outdoor classroom space in the bird garden. Again, a big thank you to our PTA for providing the whiteboard. We have reached to the staff to ask about additional equipment, supplies, or materials that would help make this a more useable space for instruction
- Mr. Preston and I met with the fire chief in September to review options for a more permanent outdoor classroom. Additionally, I have had conversations with teachers. It is our feeling at this time that the current outdoor classroom space is meeting our needs.

MVVS staff was surveyed on how they feel we can better equip our current space for instruction.

Upcoming Events:

10/8 - In-Service Day (No School)
10/11 - Columbus Day (No School)
10/12 - Late Start
10/15 - PTA Movie Night
10/29 - Operation Pumpkin

Mont Vernon Village School

Facebook

1 Kittredge Road, Mont Vernon,...
tlecklider@sau39.org
(603) 673-5141
sau39.org/mvvs

Souhegan High School

PRINCIPAL'S REPORT---September 2021

I hope all is well. There has been a positive buzz in the building all summer as we plan for the 2021-2022 school year and I appreciate the opportunity to update the Souhegan School Board on our efforts. We strive to create the best educational experience possible for all the students of Souhegan and the priorities shared below, along with updates that follow, serve to highlight our work to evolve and improve Souhegan in both the short and long term.

I. Strategic Vision & Building Priorities

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

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

II. Facilities, Finance, and Operations: 2021-2022 Enrollment Numbers

	Souhegan			Home School	
Grade	**June**	**Sept 2021**		**June**	**Sept 2021**
9	162	171		4	2
10	179	163		0	4
11	190	184		1	0
12	178	188		0	0
Total	709	706		5	5*

*Remote homeschool students are counted into enrollment numbers. 4 students (1 in 9th, 3 in 10th) are FT Remote Homeschool students and 2 are FT Homeschool students (1/9th, 1/10th) enrolled in a couple of Souhegan classes.

III. Updates from the Dean of Students

Recommitment to the Souhegan Six: With the year underway, we have been taking advantage of time at Saber Spotlight to start the discussion around the Souhegan 6. Posters have been placed around the campus and initial observations have shown many teachers and staff discussing these principles with their students. As we move forward, we will capitalize on teachable moments to reinforce the Souhegan 6 and work on weaving this into Advisory time.

Guided and Supportive Accountability: We are continuing to focus on reinforcing the Souhegan 6 principle "be on time to fulfill your daily commitments." As we expected coming back from a COVID year, some students are struggling to arrive at class on time for various reasons. As we continue to address this, we are placing large value in staff presence, having our SRO, Campus Coordinator, Dean of Students, Principal, Athletic Director, and various other staff members constantly being present and available for students.

Saber Spotlight: Saber Spotlight has been a great opportunity to bring the school together as a community. Recently, the ethics committee was able to utilize the spotlight to promote and explain Hope for Gus week. Community Council, Theatre Department, and Class Leadership have used this opportunity to present information as well, with other clubs and students reaching out to have a slide in upcoming spotlights. Student and staff responses have been positive and encouraging.

Hope for Gus: The Ethics Committee have been selling Hope for Gus merchandise outside of Jon Barry's office since the start of the school year. At the football game on Friday (9/17), there will be tables and merchandise for sale followed by a bonfire in the student parking lot. On Saturday (9/18), there will be a homecoming dance outside next to the annex, with proceeds of all of these events going to Hope for Gus.

IV. Updates from the Dean of Faculty

Staff Steering Committee: The Staff Steering Committee is an elected representative group that works in an advisory capacity with the administration to help our school be a place for equitable voice and to facilitate our work to provide the highest quality educational experiences for all. At the first meeting in August the group reviewed SAU 39 and Souhegan priorities to organize for collaborative work and elected Travis Nason and Dana Curran as co-chairs. September's meeting will focus on budgeting and the Honors Challenge.

Teaching & Learning: During the Retreat in August we communicated our goal to make teaching and learning the most prominent focus for teachers, students, and the community. Our efforts are bolstered by partnerships with teachers that focus our collective energies around the examination of instructional practices and a commitment to professional growth. We began our work in this area by setting a goal of two classroom visits with each teacher during the month of September. The purpose of these visits is to cultivate our partnerships and establish norms. We are well on our way to achieving that goal and as of 9/17 we have visited more than 100 classrooms. We have been impressed with the level of care for our students that we have observed during our walkthroughs.

Communities of Practice: Adult learning will be supported this year through Communities of Practice, which will meet during Tuesday late start days once a month with additional time during certain administrative meetings. This new practice is the result of a proposal passed by the Faculty Senate in 2020 to shift away from Transformative Learning Communities. Etienne and Beverly Wenger-Trayner define

Communities of Practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." This year groups of 8-11 staff members will explore teacher-developed topics related to improving the educational experience for all Souhegan students: Social Emotional Learning, Pathways and Student Agency, Formative Instructional Practices, and Culturally Responsive Classrooms.

V. Updates from Student Services

Advisory: Students are off to a good start in advisory. Each month advisors are given a document that outlines "common experiences" for advisory, including nuanced grade level information and suggested activities. September has focused on understanding the SHS Mission statement, recommitting to the Souhegan Six, coming together as an advisory and establishing group norms. Moving forward we will be integrating Social Emotional Learning (SEL) competencies, in theory and practice, as well how SEL dovetails with the SAU39 Portrait of a Graduate.

Student Services Team: Much like most young people around the country, our students are needing significantly higher social emotional support as we enter this school year. Although we have a number of new faces in Student Services, the team is running like a well oiled machine. We are also taking proactive measures to promote student wellness. We have our school Social Worker present at Saber Spotlight on a weekly basis about important SEL/mental health topics to help encourage conversation, and destigmatize help seeking. The focus this month has been on getting reacquainted with a full school schedule, engaging in better sleep hygiene and how/where to access resources. September is also Suicide Prevention Month. We will be discussing this topic in the upcoming weeks, with an emphasis on hope, resilience and again, access to resources.

VI. Updates from Counseling Department

We have had a great start to the year!

- Schedule changes are currently taking place - Add/Drop deadline is Sept. 15
- 75+ colleges have currently scheduled their fall visits at SHS (both in person and remote).
- Senior college application season has begun! Senior College Night planned for 9/21
- Seniors are in the process of scheduling their post-secondary planning meetings with counselors during the month of September.
- Counselors have scheduled presentations in senior English classes and advisories to discuss post-secondary planning.
- NWEA is scheduled to be administered to freshmen and sophomores Sept. 20-27.

VII. Updates from Athletics

Our Athletics website has a new home. This site will be updated regularly and includes coaches contact information, Fall schedules and other information.

- https://kbraley6.wixsite.com/souheganathletics.

2021 Fall Season:

We have approximately 284 student-athletes participating in athletics this season and another 25-30 participating with the rowing club.

VIII. Looking Forward

PSAT: We are looking forward to hosting the PSAT on October 13, 2021.

Senior Hike: Currently, the Class of 2022 is exploring alternative options as the hike will not occur due to lack of transportations.

Classroom Observations: Our plan is to continue to get to visit classrooms in October to conduct teacher observations and to provide feedback.

IX. Calendar of Events

September:
09/21 - Senior/Parent College Night
09/22 - Club Day
09/23 - SHS Picture Day
09/27 - SCSB Meeting

October:
10/05 - Senior Financial Aid Night
10/7 - SHS Open House
10/08 - Professional Development Day - No School
10/11 - Columbus Day - No School
10/13 - PSAT
10/18 - Flu Clinic
10/25 - SCSB Meeting

Respectfully Submitted,

Michael Berry

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

August-2021

School Adminstrative Unit #39		
Towns of Amherst, NH and Mont Vernon, NH Monthly Report of the Treasurer		
as of 8/31/2021		
Cash on hand	**8/1/2021**	**$372,607.36**
Deposits		**$303,385.56**
AP-PR		**($275,975.21)**
Balance on hand	**8/31/2021**	**$400,017.71**

Filename: 2021-08-SAU39 Treasurer Report.xlsx
Month 8/1/2021

SAU#39
Monthly Reconciliation Report
Combined Accounts

August-2021	Peoples United	Peoples United	
	*1191	*760	TOTAL
	Cash Management	Municipal Checking	
8/31/2021	$480,766.91	$10,000.00	$490,766.91
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		$(27,557.76)	
b) Payroll		($63,191.44)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		$(90,749.20)	$(90,749.20)
Reconciled Book Balance			$400,017.71
Balance from Treasurer's Journal			$400,017.71
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
8/1/2021	**Beginning Balance**		**8/1/2021**	**Beginning Balance**		**$372,607.36**
8/10/2021	Deposit	$13,253.91	8/3/2021	Payroll Direct Deposit pp3 v6417	($44,546.30)	**$341,314.97**
8/19/2021	Remote Deposit 8242471700	$88,080.91	8/3/2021	Payroll Direct Deposit pp3 v6418	($6,157.57)	**$423,238.31**
8/26/2021	Remote Deposit 8252115010	$173,082.51	8/17/2021	Payroll Direct Deposit pp4 v6422	($43,408.17)	**$552,912.65**
8/9/2021	State of NH DOE USDA Meal Programs	$27,273.14	8/17/2021	Payroll Direct Deposit pp4 6423	($7,183.15)	**$573,002.64**
			8/31/2021	Payroll Direct Deposit pp5 v6428	($43,566.89)	**$529,435.75**
			8/31/2021	Payroll Direct Deposit pp5 v6429	($7,224.49)	**$522,211.26**
			8/5/2021	Payroll IRS pp3 v6420	($8,134.12)	**$514,077.14**
			8/19/2021	Payroll IRS pp4 v6425	($7,957.09)	**$506,120.05**
			8/6/2021	Payroll 457(b) pp3 v6419	($1,326.45)	**$504,793.60**
			8/23/2021	Payroll 457(b) pp4 v6424	($1,326.55)	**$503,467.05**
			8/5/2021	Payroll pp3 v3 ck401332-401332	($335.35)	**$503,131.70**
			8/5/2021	Payroll Ded pp3 v6421 ck401333-401334	($508.71)	**$502,622.99**
			8/19/2021	Payroll Ded pp4 v6426 ck401348-401350	($1,072.71)	**$501,550.28**
			8/25/2021	Payroll Ded v6427 ck401365-401367	($63,191.44)	**$438,358.84**
						$438,358.84
						$438,358.84
			8/12/2021	Expense v1766 ck401335-401347	($13,122.38)	**$425,236.46**
			8/26/2021	Expense v1768 ck401351-401364	($26,913.84)	**$398,322.62**
8/31/2021	Heartland Payment Services	$1,671.00				**$399,993.62**
						$399,993.62
8/31/2021	Interest - Cash Management	$24.09				**$400,017.71**
						$400,017.71
						$400,017.71
8/31/2021	**Ending Balances**	**$303,385.56**			**($275,975.21)**	**$400,017.71**
				Payroll Direct Deposit	($170,830.78)	
				Payroll	($65,108.21)	
				AP	($40,036.22)	

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	Memo	Category	Amount
Expense Categories					
Payroll Ded					
401365	8/25/2021	HEALTHTRUST, INC.	6427	Payroll Ded	($37,173.83)
401366	8/25/2021	MONY LIFE INSURANCE COMPANY OF A	6427	Payroll Ded	($745.89)
401367	8/25/2021	NEW HAMPSHIRE RETIREMENT SYSTEM	6427	Payroll Ded	($25,271.72)
Total Payroll Ded					($63,191.44)
Expense!					
400977	3/11/2021	BELANGER, JULIE	1754	Expense!	($355.00)
401207	5/20/2021	WALLACE, ABIGAIL	1759	Expense!	($26.85)
401301	7/15/2021	WALLACE, ABIGAIL	1764	Expense!	($112.07)
401316	7/29/2021	HANNAN, KATIE	1765	Expense!	($150.00)
401351	8/26/2021	BALSAMA, RICHARD	1768	Expense!	($500.00)
401352	8/26/2021	BUCKLEY DISPOSAL SERVICES	1768	Expense!	($38.00)
401353	8/26/2021	CONSOLIDATED COMMUNICATIONS, INC	1768	Expense!	($5,749.68)
401354	8/26/2021	EVERSOURCE	1768	Expense!	($521.43)
401355	8/26/2021	GRENIER, KERRY	1768	Expense!	($451.24)
401356	8/26/2021	JAY MCKENNA CLEANING, LLC	1768	Expense!	($995.00)
401357	8/26/2021	JP PEST SERVICES, INC	1768	Expense!	($68.00)
401358	8/26/2021	MILLER, BRIAN	1768	Expense!	($709.00)
401359	8/26/2021	ONE SOURCE SECURITY & AUTOMATION	1768	Expense!	($534.00)
401360	8/26/2021	POWERSCHOOL GROUP LLC	1768	Expense!	($11,970.00)
401361	8/26/2021	RICOH USA, INC.	1768	Expense!	($413.14)
401362	8/26/2021	SLACK TECHNOLOGIES, INC.	1768	Expense!	($4,448.94)
401363	8/26/2021	W.B. MASON CO., INC.	1768	Expense!	($91.41)
401364	8/26/2021	WADLEIGH, STARR & PETERS, P.L.L.	1768	Expense!	($424.00)
Total Expense!					($27,557.76)
Total Expense Categories					($90,749.20)
Grand Total					($90,749.20)

SAU #39 Board

Thursday, September 16th, 2021

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Steven Chamberlain- Assistant Superintendent.

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

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

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

Board Minutes: Danae A. Marotta

Public: Arron Kaplan, Mack Hill Road, and Amherst NH, Marilyn Gibson, Mack Hill Road

I. Call to Order

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

He noted that Mr. George Torres is in attendance via phone.

He asked Mr. Torres if it was impossible for him to be here and if he was alone.

Mr. Torres replied yes and he is alone.

II. Public Comment I of II

Mr. Arron Kaplan, Mack Hill Road, Amherst NH, commented that he was very pleased with last year's school year. He recommended that the students at the elementary school use face shields. He shared a story and noted his research in support for face shields noting it is a good middle ground. This will also help to alleviate a lot of the concerns about face masks.

www.covid19.nh.gov/dashboard https://pubmed.ncbi.nlm.nih.gov,

www.fda.gov/medical-devices/medical-device-recalls/stopusing,

www.sciencedaily.com/releases/2015/04/150422121724.htm,

https://montreal.ctvnews.ca/i-just-now-feel-a-bit-betrayed-quebec-te.

Ms. Marilyn Gibson, Mack Hill Road, Amherst NH, commented that she is pleased with Curriculum Mapping being on the agenda and noted the three letters she has placed in the *Milford Cabinet,* SAU #39 and Transparency, A problem in SAU #39, and Kicking the Can at SAU #39.

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<u>"SAU 39 and Transparency</u>

It would be a great travesty to our SAU (especially its teachers) to not applaud them for their outstanding commitment to educating out children throughout the last 18 months, otherwise known as Covid. Congratulations goes out to those within the SAU that navigated uncharted waters safely.

Having followed the board meetings in the town of Amherst, I believe I have a good reading of those goals. Hence, priority one goal is to educate our children, goal two requires the SAU's integral parts be responsible to its citizens. Overall, these two goals can be challenging.

Education is a complex science; many variables and philosophies are in play. Obviously, residents place trust in elected officials, school boards, therefore, relying on them to make choices benefitting residents and educating their children.

However, there exists obstacles to residents who make inquiries and valid recommendations that are ignored. There are critical issues, the foremost being transparency within our district.

Transparency is a double-edged sword, likened to the devil you know is better than the devil you do not know. But damned if I do and dammed if I don't. The SAU would like citizens to be able to find answers to their questions. Yes, answers to these inquiries are offered- masked in rhetoric. A maze/labyrinth can be frustrating.

There are two questions for the SAU that have been ignored. First, what is the "Equity Project" being created in the SHS? Second, why are the meeting minutes of the project not being published for the citizens to view?

Right to Know?

Lastly, our citizens, employers of the SAU, demand to have their suggestions heard to benefit the education of its children. If that cannot be done through the board meetings, what od its members propose? The proposition is transparency.

Marilyn Gibson, Amherst NH.

<u>A problem in SAU 39</u>

Now that the school year for most children, teachers, parents, and guardians has come to the finish line, there appears to be a problem that has existed for an exceptionally long time within the SAU 39.

As a parent and grandparent of children who went through the system and attended Amherst schools, my experience includes receiving report cards, attending parent teacher conferences, being partisan to an IEP, and assisting children with homework, projects and test prep. The angst that I experienced and still do is connecting the dots.

Dots are curriculum, class work, homework, standards and more. Best practices is a buzz word with great significance. We all want our teachers and district to use best practices. Dr. Arendale notes, "Best Education Practices, the wide range of individual activities. Policies and

Draft

programmatic approaches to achieving positive changes in student attitudes or academic behaviors. This umbrella term encompasses the following designations that differ on the level of evidence supporting desired student or institutional outcomes: "promising", "validated" and "exemplary". (https://www.arendale.org/best-education-practices) The definition covers a lot; however, one best practice is that of curriculum mapping. Hence the problem in SAU 39 is not using a best practice, that of curriculum mapping.

When in the educational field you should be knowledgeable of Heidi Hayes Jacobs. "Heidi Hayes Jacobs, EdD, is an internationally recognized expert in curriculum development, vertical planning modern assessment design and 21st century strategic planning. Her model for curriculum mapping is used throughout the world" (https://www.solutiontree.com/heidi-hayes-jacobs.html)

What are the concerns when not using curriculum mapping? In brief, parents and guardians need to know the curriculum being taught to our child/children. More essential than that, is knowing the standards that are aligned to every domain (albeit that is in the skeleton the SAU uses on its web site). It provides when done correctly, the essential questions for each unit, the exact resources used, the formative and summative assessments and the rubrics (4,3,2,1) for each unit. Therefore, it provides a sequence for teaching and learning. It provides a diversified educational tool.

Curriculum mapping provides a platform that teachers share within the domain horizontally and vertically; therefore, a tool for parents and guardians providing the essential information they need. Each school year, over the last several the administration has reconfigured leadership teams, curriculum coordinators, specialists (math and reading) to shore up education of our children. Now, the district has not one but two assistant superintendents, charged wit providing what curriculum mapping would do and less costly.

Professional Development for Curriculum Mapping is provided for within the budgets of the SAU, ASD, MVSD and SCD; however, it will go for another goal, a project that has not been productive for the education of our children, as seen in our standings and test scores in NH. SAU 39, use the taxpayer money wisely with curriculum mapping opportunities and invest wisely in our children's education.

In conclusion, curriculum mapping is best practice that affords accountability and ownership for teaching and learning. SAU 39 must move forward implementing PD for curriculum mapping while providing an efficient teaching and learning tool, a best practice.

Submitted by: Marilyn Gibson, Amherst NH.

Kicking the Can at SAU 39

"When you 'kick the can down the road' you're not just solving the immediate problem," said Joseph Thorndike (an American editor and writer). "You are guaranteeing the arrival of a new problem. You kick the can down the road, you will get to the can again". (https://www.google.com/search?client=firefox-b-1-d&q=define+kicking+the+can)

Draft

Well, we certainly heard the phrase and often used it. (That's if you had a good upbringing and respectable education). Not like the procrastination, delaying something. There is no problem indicated in procrastination; yet there is in "kick the can down the road", eventually it returns and with a new problem. For example, maintaining buildings, if not done yearly, will only bring maintenance headaches back in greater measure.

Curriculum in SAU 39 is kicking the can down the road. Credit is due for SAU 39 does post the framework of its curriculum, along with the state standards to which it is aligned. Parents, future residents, and others who are concerned about what is being taught in our schools, K-12, have only framework at the SAU site. For example, what resources are being used, what assessments- both formative and summative- are given, what alternative sources are used when students need a challenge or when students have learning disabilities? Where can parents find the answer to each question? Curriculum mapping brings clarity to everyone.

"Curriculum Mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school of course, including the instructional materials and techniques they use). It basically is how educators plan what subject content students will learn over the course of the year. In many places, it is done over a four-to-six-year plan, building off of content from one year to the next. It follows a logical, time progressive order to give the students a well-rounded and comprehensive educational experience". (Https: www.usd320.com)

Ironically, there is an answer to each question and its in curriculum mapping. While helping parents, teachers, students and prospective residents, curriculum mapping has been avoided in SAU 39. It offers so much, parents would know the material and the resources, the assessments and rubrics, the sequence and its timeline, the modifications for struggling students, the state standards and alignment and so much more.

When invited to engage in discourse regrading curriculum mapping, the administration responded: "While I do not share your belief in Curriculum Mapping, I do fully support the notion that our schools should remain transparent, approachable, and available to our community".

Teachers benefit with curriculum mapping in place. There are funds for professional development withing the district and at conferences/workshops as well as part of a teacher's contract. Teachers gather to share their resources, teaching tactics, common assessments, best practices, alignment and can open doors to the first-year teacher.

Transparency is critical in every area, including education. Curriculum transparency is a responsibility owned by the school boards, administration, and teachers for they are the ones disseminating what our children learn. Curriculum mapping affords transparency that all deserve.

Draft

Therefore, there are only benefits for all involved when curriculum mapping is adopted by the district. The time for discourse and action is now. Why would curriculum mapping be the can kicked down the road? What reason can there be not to employ curriculum mapping in district 39?

Submitted by Marilyn Gibson, Mack Hill Road, Amherst NH."

The Board thanked Mr. Kaplan and Ms. Gibson for their comments.

III. Correspondence

On Sep 4, 2021, at 1:38 PM, Carolyn McKinney <carolyn.mckinney@gmail.com> wrote:

To members of the school board:

Please reverse your decision to mask young children in Amherst schools. Your policy is damaging to the emotional development of our town's children. Here is a study from May for your review:

Masking Emotions: Face Masks Impair How We Read Emotions

https://www.frontiersin.org/articles/10.3389/fpsyg.2021.669432/full

"To conclude, here, we showed that mask use influences our ability to infer facial expressions at any age. Furthermore, we showed that the human capacity to read emotions from facial configurations when a face mask is present becomes particularly reduced in toddlers. We suggested that this is related to different age-related developmental stages of face processing associated with emotional reasoning. Such observation poses the question whether a privation of facial visual features, as the one we are experiencing due to the COVID-19 pandemic, might alter or delay the development of social skills associated with face perception in early childhood."

Regards,

Carolyn McKinney

Amherst

Mr. O'Keefe,

Please forward this to the full school board. Thank you.

I once again email you to urge you to unmask Amherst school children now. It is a travesty that this action was taken at all, but it is not too late to reverse what is a poor public policy decision. Here is a thorough review of science and data as it pertains to masks and school children:

Part 1: The Role of Children in COVID-19 Transmission in Schools

Draft

Part 2: Understanding Relative Risk

Please look past the anti-science recommendations of "the experts" and embrace measures that do not involve abuse of children.

Thank you,

Carolyn McKinney

Amherst

On Aug 31, 2021, at 11:35 AM, yvonne jordan <yjordan70@gmail.com> wrote:

Official U.S. Government Stats on COVID Vaccines: 13,627 Deaths 2,826,646 Injuries 1,429 Fetal Deaths in Pregnant Women

According to the most recent stats released by the CDC this past Friday, August 27, 2021, their Vaccine Adverse Event Reporting System (VAERS) now has recorded more than twice as many deaths following COVID-19 shots during the past 8 and a half months, than deaths recorded following ALL vaccines for the past 30 years.

This has to be the most censored information in the U.S. right now, even though these statistics come directly from official government statistics.

They have now recorded 13,627 deaths, 2,826,646 injuries, and 1,429 fetal deaths from pregnant women who took a COVID shot.

They also report 17,794 permanent disabilities, 74,369 emergency room visits, 55,821 hospitalizations, and 14,104 life threatening events.

And all of this has happened in just over 8 months.

On Aug 29, 2021, at 7:47 PM, Carolyn McKinney <carolyn.mckinney@gmail.com> wrote:

Mr. O'Keefe,

I would appreciate if you would please forward this message to the entire school board. This article, published in New York Magazine, details how the CDC's own large-scale study of schools in Georgia (with 90,000 participants) found that masking had "null effects," but the CDC has chosen to leave that information out of their study summary. From the article:

“That a masking requirement of students failed to show independent benefit is a finding of consequence and great interest,” says Vinay Prasad, an associate professor in University of California, San Francisco’s Department of Epidemiology and Biostatistics. “It should have been included in the summary.”

Draft

"The summary gives the impression that only masking of staff was studied," says Tracy Hoeg, an epidemiologist and the senior author of a separate CDC study on COVID-19 transmission in schools, "when in reality there was this additional important detection about a student-masking requirement not having a statistical impact."

Also from the article:

After the CDC and the American Academy of Pediatrics issued their student-mask guidance last month, I contacted both organizations asking for the evidence or underlying data upon which they had based their recommendations. The AAP did not respond to multiple requests. The CDC press office replied that since children under 12 cannot be vaccinated, the agency "recommends schools do universal masking" and included links to unrelated materials on vaccines and a recent outbreak among adults. Over the course of several weeks, I also corresponded with many experts — epidemiologists, infectious-disease specialists, an immunologist, pediatricians, and a physician publicly active in matters relating to COVID — asking for the best evidence they were aware of that mask requirements on students were effective. Nobody was able to find a data set as robust as the Georgia results — that is, a large cohort study directly looking at the effects of a mask requirement.

Given the profound LACK of scientific evidence to support masking children, it is incumbent on the school boards to reconvene and remove the mandatory masking requirements for Amherst school children. Parents may choose to mask their children if they believe that is what comports to their belief system but making this a compulsory requirement is not supported by science.

Regards,

Carolyn McKinney

Amherst

On Aug 26, 2021, at 9:50 AM, yvonne jordan <yjordan70@gmail.com> wrote:

Good morning,

Expanding Superintendent Steele's power as proposed, is unacceptable. He should have no power based on his past actions, in my humble opinion. He should actually be replaced for the damage he has done and his inability to communicate when he doesn't like what someone has to say. He needs to be regularly reminded that we pay him. If he doesn't like that, he should find the door and use it.

Punishment of any child for not following arbitrary rules not made by the voters or the legislature are unacceptable and should be met with swift legal action and removal of any and all of the people's employees that are involved in such action. I think further research as to mask and other protocol efficacy should be done by all involved, not cherry-picked studies before the draconian measures are leveled at innocent children. I am thoroughly disgusted by this cult behavior that is going on over a germ with a 99 percent survival rate. It's clearly time for the

Draft

parent s to come together and form their own schooling pods/alternatives and pull them from this school system along with not funding that which we do not agree with our taxes.

Please forward to the rest of the board. See you all tonight.

Thank you,

Yvonne Askew

9 Bloody Brook Rd

Amherst

On Aug 19, 2021, at 3:39 PM, Tammi Bartlett <tammi628@yahoo.com> wrote:

Hello Amherst School Board,

(Please bear with me as this is lengthy but I appreciate you reading this)

**********. Deleted for privacy reasons. **********

I strongly encourage our school board to reflect on learning, on our students, on what we promise to give them "a public-school education" where each student is seen as an individual, not a number, not an entity, but as a face. Each student deserves to have their emotional and academic needs met by our amazing schools. I please urge this group to make decisions based on personal choice, because there will never be a one size fits all answer. Please consider the needs of students l**********. Would you be able to keep her zeal having her return back to school knowing she will be able to hear and learn ? Who knows… maybe one day that zeal will turn into a love of teaching like her mom and she will be making a difference too.

Thank you kindly and respectfully,

Tammi Bartlett

On Aug 19, 2021, at 5:58 PM, Jeff Bartlett <jbart333@yahoo.com> wrote:

Hi Stephen,

As a parent of 3 school age children in Amherst, I would ask that the School Board refuse to impose mandatory masking on the students. I feel this is a decision that should be left up to the parents. It's a very personal decision and if the masks work so well, then those who decide to wear them should be sufficiently covered.

Draft

********** (deleted for privacy reasons)**********. I am not sure situations such as this are being taken into consideration.

Thanks,

Jeff

On Aug 20, 2021, at 2:43 PM, Kate Bossi <katebossi@yahoo.com> wrote:

Dear Sir,

I do not believe more parents want mandatory masking at schools.

I believe this is a lie from a school board who is beholden to teachers Unions and the DHHS and CDC that they lobby for power.

Most parents have identified this as abuse and are in fear of retaliation.

Please find attached concerns about these violent act of medical interventions on our children's faces from NH Dept. Of Edu. Attorney Christopher Bond. (603) 931-2241

You will be held liable for abuses the last 1.5 years of masking.

Never forgetting

Kate Bossi

39 Court St

Exeter NH 03833

IV. Consent Agenda

Mr. O'Keefe noted that he will go in order and see if anyone has questions.

Ms. Parisi added that she has a question about #7. 22-23 School Calendar. She is questioning the Conference Day on Tuesday, November 8th.

Mr. Steel replied that there is a Federal Election on that day and two of the schools hold elections. They need that conference day anyway.

Mr. Gauthier asked about 23rd of December and January 2nd.

Mr. Steel replied that January 2nd is a federal holiday. Additionally, after consulting the various teacher organizations they noted that the day before Christmas Eve will not be a high attendance day.

Mr. Coughlan asked about attendance on June 8th vs Dec 23rd.

Mr. O'Keefe asked for other questions about the school calendar.

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He added that he would like start the day after Labor Day.

Ms. Grund asked about the #8. Technology Update and Superintendent Steel's laptop not working with the Lynx System.

Mr. Steel replied that he is a user of that system but has to use a PC.

Ms. Behm inquired about the door security system at Clark and AMS.

Mr. Steel replied that all of the schools have electronic door lock system. Clark has the upgraded system but not Wilkins or AMS. They will eventually be on the same system. If the facility project passes for AMS and C/W they will be on the same system.

Ms. Parisi asked about the internal Wiki.

Mr. Steel explained that they have their own which is for internal IT items.

Mr. Glover inquired about plans for revamping the website starting with Souhegan. Is there a place for that this year and can the status be included.

Mr. Steel replied yes, they are going to use the Souhegan website as a pilot for the school messenger-based website system that ties into the school messenger system that they use right now for messaging to parents. The advantage is that it ties all of our school messages together under one platform and it looks like it works pretty well. You never know with technology and they are going to start with the Souhegan website and make sure it works well before expanding into others. He will ask IT Director, Mr. Brian Miller, to include that in his update.

Mr. O'Keefe asked for Mont Vernon to be included.

Ms. Parisi asked if there was a timeline for these things.

Mr. Steel replied that they are moving forward, and it should be sometime this year. There is a tentative timeline.

Ms. Behm asked about #9. Data Governance and Security Plan.

Ms. Landwehrle replied that the update was adding the inventory of the approved software programs. There is a link on their website, and she has static downloads that she does routinely.

Ms. Behm thanked Ms. Landwehrle for all of her work.

Ms. Kuzsma asked about the inventory. There is a lot that are used by students and why is it not listed, on page 57.

Ms. Landwehrle replied that the description for the software is listed above.

Mr. Glover commented that the revision history should be preserved with the changes made.

Ms. Taylor thanked Ms. Landwehrle for the inventory. She inquired about the Personal Identifiable Information for students. she is trying to figure out where this list came from and what is it based on, on page 20 of the document, 38 of the slides.

Draft

Mr. Steel added Appendix E.

Ms. Landwehrle explained that there is some overlap. That pertains to a confidentially agreement, and the Directory Information is from the FERPA Policy. Additionally, this is a general overview of what PII is the RSA does outline specifically for students

Ms. Taylor added that RSA is 189:65 and it is different than what is listed.

Mr. O'Keefe asked for clarification.

He asked Ms. Taylor what is in the RSA that is not in our policy.

Ms. Taylor replied that she wants to make sure that things that we list here as confidential are being treated like PII since they are according to State law.

Ms. Landwehrle added that she would be happy to update it with the RSA reference.

Ms. Kuzsma remarked that the last line in the PII covers that.

Ms. Taylor inquired if the computer facilities are protected from power outages and temperature control.

Mr. Steel replied, almost all of the IT closets have a dedicated air conditioning system that runs even in the wintertime.

Ms. Taylor asked about the specifics of Appendix I, Enterprise Software, it is not listed on Data Governance.

Ms. Landwehrle added that she did not personally work on this.

Mr. Steel responded that he would find out.

Ms. Taylor asked about the Barracuda spam filters listed.

Mr. Steel replied that Barracuda spam filter was used when they had Outlook and Exchange as their platform. He believes they have taken that out of service, but he will get back to her.

Mr. O'Keefe asked about 10. SAU Board Minutes – June 14, 2021, 11. SAU Board Minutes – August 19, 2021, 12. Facilities Update – June/July and 13. Facilities Update – August.

There were no questions on the minutes.

Ms. Kuzsma applauded SAU #39 Facilities Director, Mr. Roger Preston, on the 5- year plan it was something that the community was asking for.

Ms. Parisi asked about the AMS outdoor classroom space and how are they funding that.

Assistant Superintendent, Mr. Steven Chamberlin, replied that they received spindles from Eversource. They are getting finished and the fence is in process.

Mr. Steel noted that he will get back to her.

Ms. Parisi asked about the air quality testing.

Draft

Ms. Grund thanked Mr. Preston for all of the work. He is very knowledgeable about air quality, and they have answers when they need them. It is a go forward savings.

Mr. Steel commented that in the past there were classrooms with great varying temperature ranges.

Ms. Parisi motioned to approve the Consent Agenda Items 1. Treasurer's Report – June 2. Treasurer's Report – July 3. SAU Transfer #1 4. SAU Transfer #2 5. Annual Treasurer Recap 6. 21-22 Organization Chart 7. 22-23 School Calendar 8. Technology Update 9. Data Governance and Security, 10. SAU Board Minutes – June 14, 2021, 11. SAU Board Minutes – August 19, 2021, 12. Facilities Update – June/July and 13. Facilities Update – August. Mr. Gauthier seconded the motion. The vote was unanimous, motion passed.

Mr. O'Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Glover- Yes, O'Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes, Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.

V. Individual Board Updates

Chair of the Amherst School Board, Mr. Tom Gauthier, commented that that their primary focus is on the upcoming budget process starting in October. He applauded Mr. Steel and his staff for finding a new after school care provider with the YMCA of Greater Nashua. It will be in the school buildings, at the same rate as New Horizons and it will start in early October.

The Board thanked Mr. Gauthier.

Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, noted that they are up in enrollment 213 from 202. They also are looking at their budget and thanked SAU #39 Business Administrator, Ms. Amy Facey, for getting that in place. They have a new school mascot, a falcon, and are excited about that. They are also starting a 7-member committee to evaluate the financial impact of the Amherst facilities projects and to see if there are other alternatives. They are looking forward to community involvement.

The Board thanked Ms. Lawrence.

Chair of the Souhegan Cooperative School Board, Mr. John Glover, remarked that their meeting was late in the month. They adopted their safety plan for covid mitigation with masks only required in status orange. They can revisit at a later date. They sent the Policy Committee the policy on Personal Protective Measures to update. They owe it to the community to keep the policy updated as possible. They discussed how to spend ESSER funds, no decisions have been made and it will be part of the continuing discussion.

They appointed 4 out of 5 community members for Community Council. They also had a student apply but did not appoint the seat at that time. They have two additional applications and will appoint them at their meeting at the end of this month. They also have a Community Council Liaison that sits with the board at their meetings.

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They approved a new OSS plan that was brought to them from Assistant Superintendent Chamberlin. Rather than sending the student home, it provides a supervised day in a location such as a Library or other location. Finally, they wanted to have more direct communication with teachers, between the board and the teachers. They are bringing some teachers into the regular meetings, and they are looking forward to that.

The Board thanked Mr. Glover.

VI. FY' 2022 Meeting Structure

Mr. O'Keefe noted that this was designed for last month. Their elections were during the summertime, and they have a very compressed and compacted year. At the last 4 Chairs meeting, they discussed bringing agenda ideas as a collective group. They cannot add everyone's idea in one meeting. He encouraged the board to reach out to their respective board chair for ideas that are important to them individually and as a board.

Their agendas are set by the statute by the Superintendent with consultation from the board chairs.

VII. Superintendent Report

- County (ARPA) Funds

Superintendent Steel commented that the Board of County Commissioners has been allocated 50% of their total disbursement (46M) with an additional 50% to be allocated next year. The County Commissioners are currently determining a process for entities to apply for these funds. Ms. Amy Facey has been in touch with Rep. Ms. Megan Murray (Secretary of the Executive Committee) and has also reached out to Commissioner Rowe to ensure we are aware of when the application process begins. The dates have not yet been released.

- Outdoor Education

He noted that a community member has spoken about outdoor education and outdoor classrooms. He has met with this person, and they are going to be in an investigatory phase. He will update the board as they look into those things.

- NAPE Assessment

They were randomly selected at C/W grade 4 and AMS Grade 8 to participate in the NAPE assessment in early 2022. They are required to do it and there will be more information forthcoming for those students.

- Covid Update

Right now, our dashboard which is kept up to date, there are 0 cases at the MVVS, 7 at C/W, 2 at AMS and 1 at Souhegan. The only school where it is beginning to be a factor is Clark Wilkins which triggers us to be in the green for the percentage of school cases. A number of those cases

Draft

are in grade 4 and they have worked with DHHS and our school nurses to determine if there is a cluster, a problem, etc. There is nothing to report to date, but they are monitoring it closely.

Vaccination availability remains the same. There are more news reports, depending on what you look at, that perhaps the end of September will be approval for children aged 5-11 to have access to the Pfizer vaccination. If that happens it will help them quite a bit in their schools.

Regarding active cases per 100,000 population in both of our towns, he has a feeling the State's website lags a little bit behind. The test positivity rate has fluctuated quite a bit, it is at 4.9% for this region. That is the regional metric.

Vaccination rate by town is ticking up very slowly and they don't seem to be updated often.

Mr. Glover asked about a concept to promote vaccination when it is available.

Mr. Steel commented that he is concerned about encouragement from the school system and that is the family's decision. With staff, it was different because they are adults. They will do what they to support families but encouraging is a different story.

Ms. Kuzsma asked about changing the metric from 5 to 7%.

Mr. Steel explained that they tracked more with the metric at 7% than at 5%. There was a question about hospital bed availability being a metric. The metric shows to fail value as a leading or lagging indicator due to numbers remaining almost consistent over the last 18 months.

Mr. Gauthier noted that he would not support any sort of vaccination drive for any age through high school.

- Bus Transportation

Mr. Steel commented that the bus transportation has been difficult at best. They will be updating bus routes. With the new start times, about half of the elementary routes have been having a hard time getting to the schools on time. They have looked at the situation and there are two factors first, there are a lot of cars to navigate, second, some of the routes take longer because of the sprawl in town. The issue is not the capacity of the busses but the amount of time it takes. They are trying to avoid the need for additional buses and want to maintain the fleet that they have. They will have a Nixle coming out soon and are doing the absolute very best that they can with the school busses.

Regarding aftercare, they need people to drive a bus and be available to work an afterschool program. It is one of the difficulties to find bus drivers.

Lastly, Superintendent Steel requested the board to thank their building administrators. It has been a few incredibly challenging years.

The Board thanked Mr. Steel.

Mr. Eckhoff asked about an early check of the new school time.

Draft

Mr. Steel added that he is not sure about the overall sentiment, and they will do a survey in November/December.

VIII. Curriculum Mapping

Assistant Superintendent, Mr. Steven Chamberlin, noted that he is going to talk about guiding principles that may or may not align with curriculum mapping. There is a notion between coverage of content and ensured learning and coverage tends to be an adult term. They want to turn that and focus on students and ensured learning. That is the goal. They do that by implementing high quality instruction some might call it magnificent assessment and things like that. One of the concepts is talking about ensured learning.

Another concept is that students are first, and they try to meet students where they are. Another overarching principle is that less is more. It is better to ensure learning of a smaller amount of content than just covering. The overall goal is strong alignment between the approved or the visible curriculum, the taught curriculum, and the learned curriculum.

Their curriculum work begins with a nationally approved standards and what is taught is a community/board collaborative decision but how it is taught is a team/teacher decision. What is a group, but how is in the purview of the teacher.

The last guiding principal is that time is the currency of school improvement. Time is incredibly important. The process of developing a map is an individual process and what they want it collaborative process. It would be a necessary piece. Typically, you are doing a map of your class and this district and school is dedicated to collaboration and working together. Your allegiance becomes to the map and not the students and that can be an issue.

If the purpose of a map is accountability and what they are teaching, he is not sure map is the best way to do that. He gave an example with one of the Domain Leaders. Sometimes you can teach what is fun but is not connected to the standard. Within minutes the teacher linked the lesson to the standard. If accountability is the goal, then being in classrooms with the lesson being taught is the way to go.

Years ago, curriculum mapping was famous for butcher block paper. He is not at all against curriculum mapping but is it the right place and time. They have an obligation to use the time wisely and they are trying to not to disrupt classroom time. The summer is devoted to curriculum work.

He hopes that it provides structure to curriculum work, and he is happy to answer questions.

Ms. Grund thanked Mr. Chamberlin. She inquired about the third piece of the three levels of UBD curriculum. She believes that is where the curriculum questions are coming from.

Ms. Landwehrle replied that last level is the lesson planning for teachers. It is meant to be that teacher autonomy piece. She works with a lot of homeschool families and knows that it is also challenging. At the high school level, they provide a syllabus, and she is curious what the public is looking for.

Draft

Ms. Grund commented that she is trying to figure out what is appropriate.

Mr. O'Keefe noted that they have had a lot of transparency maybe there is a middle point to see that depth that they were accustomed to.

Ms. Kuzsma echoed what Ms. Grund. With remote families, Google Classroom was a lifeline for the parents.

Ms. Parisi commented that listing more materials and resources would be helpful. They can also provide enrichment when it is needed.

Mr. Glover questioned how they can address academic gaps in curriculum mapping.

Mr. Chamberlin replied that it is with collaborative approach strategies.

Ms. Taylor asked about the "Keep, Stop, Start" exercise.

Mr. Chamberlin replied a good example is with the Civil War.

Ms. Taylor asked where the Portrait of a Graduate fits in.

Mr. Chamberlin explained that it is going to connect with the students and the teachers are excited to bring it all together.

Ms. Taylor inquired will it be linked in the system.

Mr. Chamberlin replied that it is a piece of the work study practices.

Ms. Taylor asked if there has been more consistency with

Ms. Parisi questioned if there were any Empower or curriculum nights.

Ms. Landwehrle replied that there are some plans for a Math Night, she is happy to do an Empower Night. They are always open to ideas and suggestions

Mr. Glover noted that he appreciates the effort. He motioned to offer the continued work and support. Mr. Coughlan seconded the motion. The vote was unanimous, motion passed.

Mr. O'Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Glover- Yes, O'Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes, Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.

IX. Policy BBBA- Discussion

Ms. Kuzsma noted that this policy is more around board members being able to substitute for the SAU. There is no RSA about substitutes at all. They wanted to come to the board and find out how to word this and their general feelings. There are pros and cons of each of the options. They are short on substitutes, and it would be handy to add them to the pool.

Ms. Peters commented that if you are benefitting financially, it is not a great precedent.

Draft

Ms. Taylor remarked added that the policy does not say substitute teaching, its any non-salary position. It is a conflict with BCB as a board member. It is dangerous territory to be in and against the nature with how a board should work.

Ms. Grund agreed that there needs to be separation.

Ms. Lawrence noted that she is not in favor of subbing in any district.

Mr. Eckhoff commented that he would be in favor of subbing at a district that was not your elected building.

Mr. Glover commented that the verbiage is not clear. Right now, the policy looks ambiguous.

Mr. Gauthier mentioned that he is not in favor of subbing in any of the buildings. He suggested that they highlight the other positions

Mr. Steel referenced *Chapter 671- School District Elections- Nominations Section 671:18 "No person employed on a salaried basis by a school administrative unit or by any school district within a school administrative unit shall be a school board member in any district of the school administrative unit. Salaried positions shall include, but are not limited to, the following: teacher, custodian, administrator, secretary, school bus driver (if paid by the district), school lunch worker and teacher's aide."*

Mr. Coughlan added that the language substitute teachers are stipend. The current policy prohibits it, ask to Mr. Eckhoff's comments he it would be better and not attempt to be a substitute.

Ms. Parisi remarked that she is torn on this decision. A black and white line is really, really hard.

Mr. Conklin commented that he landed in the thread the needle spot.

Ms. Behm commented that she wants it to be a safe spot for the staff, and not to have the staff sensor themselves. It is hard to say because of course, it is always in the back of your head. She would not be in support.

Mr. Torres echoed Ms. Behm. He is not sure he is for the policy as well.

Mr. O'Keefe added that the spirit of the RSA is to avoid conflict of interest. He is against them serving in any paid role in the district.

Ms. Kuzsma noted that Mr. O'Keefe was the tie breaker.

Mr. Glover suggested that they get a legal opinion and add an interpreting paragraph.

Mr. Steel commented that they definitely need more people to substitute, and qualified people are hard to find. It is going to be difficult to be seen as truly independent and it is unfortunate and unfair. They could find a way to make it work but his concern would be the implication and view of the other people.

Draft

Ms. Kuzsma added that the Policy Committee can draft language and come back to the board next month.

Mr. Eckhoff inquired if will preclude him if he got his bus license.

Ms. Kuzsma added that they did have a board member that was also bus driver.

The Board thanked Ms. Kuzsma and Mr. Coughlan.

X. SAU Budget Committee Appointment

Mr. O'Keefe asked for members of the public to step forward and apply as a member of the general public for the SAU Budget Committee. As a reminder, each member of the board has a representative. Ms. Parisi is their board representative.

XI. Public Input II of II

Ms. Marilyn Gibson, Mack Hill Road, Amherst NH, commented encouraged the board to look up Dr. Heidi Hayes Jacobs. It is not strict, and it is very flexible. Assessments are not all tests and quizzes, formative and summative. There are many of you in here that do not know the difference, it has not been given the attention that it needs. She believes that a committee should be formed from PK-12 to investigate how curriculum mapping can actually help. It will align the competencies and it is the perfect solution for vertical and horizontal meetings and all the parents.

Mr. O'Keefe reviewed the process for the policies in September.

The Board thanked Ms. Gibson for her comments.

XII. Meeting Adjourned

Ms. Kuzsma motioned to adjourn the meeting at 8:05PM. Mr. Coughlan seconded the motion. The vote was unanimous, motion passed.

Mr. O'Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Glover- Yes, O'Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes, Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.

Draft

SAU #39 Board

Monday, September 20th, 2021

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Steven Chamberlain- Assistant Superintendent.

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

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

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

Board Minutes: Danae A. Marotta

Public: Tom Bell, Amherst NH, and Catie Dodge, Amherst NH

I. Call to Order

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

II. Public Comment I of II

Mr. Tom Bell, Amherst NH, commented on his concerns with a student tracking software on the SHS computers. He is concerned that it is not to parents or students' knowledge.

Ms. Catie Dodge, Amherst NH, noted her concern that there are students in SHS that did not have lesson plans, on the first day. This has been going on for years and this is the first time she has said anything. It is disheartening for students to sit there for 80 minutes with nothing to do. This district is very administrative heavy they are getting less and less teachers.

Mr. O'Keefe asked for further public comment.

There were no additional public comments and the board thanked Mr. Bell and Ms. Dodge.

III. Annual Report Presentation

Assistant Superintendent, Ms. Christine Landwehrle, discussed that she has worked with administration and building principals looking at multiple different data points at the three school districts. The common theme was the impact of Covid 19. They see this in the achievement results and scores. This is a high-level overview of many different items. They were not able to provide enrollment at the time and will be adding an addendum at a later date.

Mr. O'Keefe thanked the administration for preparing the report. He asked for board questions.

Draft

Ms. Kuzsma asked if this was a typical amount for parents opting out of NHSAS and if they were penalized in an.

Ms. Landwehrle replied that there was not much of a remote option for NHSAS. Many of the remote families had to opt out. They felt that it was best the remote had to opt out. This year, she believes that word got around that they were not required to meet a certain threshold and it encouraged others to ask to be opted out. In a typical year, the State requires a 95% participation rate. It does not mean that every district needs to meet that participation rate, but it causes a problem for them if they do not meet that rate. This year, they plan on explaining the importance of the meeting that threshold and encourage student participation. A parent is legally able to opt their student out.

Mr. Glover inquired about using a typical year's data.

Ms. Landwehrle noted that the data is useful on an individual level.

Mr. Gauthier added that their big push for the spring is a new school building and reducing class sizes. In person was lower and these test results are not where they want them to be. He asked how can they tell how the in-person students did in smaller class sizes.

Ms. Landwehrle replied that they have information in PowerSchool for every single segment. With NWEA, they did code the students as remote and can look at assessment data.

Mr. Gauthier added that it can quantify learning loss and it would be helpful to have those numbers.

Ms. Grund commented that they have done things to improve their scores and yet are not seeing a step in the right direction. She would like to make sure they are digging deep enough to do the right thing.

Ms. Landwehrle responded that they have been doing well at the high school level. They have had an upward trend in Math over the past few years and want to look at three years of data. They have had less instructional time last year than previous years and that had an impact. It is not a simple answer, and there are so many things.

Ms. Grund commented that this year SHS went to an 8-period schedule. Plus, they need to consider that they have one of the shortest amounts of instructional time in the state.

Mr. Chamberlin noted that they value instructional time.

Ms. Taylor asked about the OECD PISA questions.

Ms. Landwehrle explained that families were able to review those questions upon registration and they were not the district's questions. They look at the socioeconomic status of your student population. It is an opt in to take the assessment during registration.

Ms. Taylor inquired about the number of students.

Draft

Ms. Landwehrle noted that not all parents have filled out the registration. 80 students are pulled randomly from 15-year-old students. They will be sending information when that test date is. Any family that wants to review the questions can as they are on the SAU website.

Ms. Parisi commented that she is having a hard time looking at the Amherst vs the Mont Vernon test scores. The Mont Vernon test scores have been more of a success story, and it is time to acknowledge that. Too often they get these graphs and excuse their problems. She is alarmed by the graph on page 13. She asked if this the national average for last year.

Ms. Landwehrle replied that these are based on the NWEA norms, from their internationally normed test population for achievement and growth. These are norms from early 2019, for a typical school year from fall to fall.

She added that it will be interesting to see this fall, she would anticipate results this fall better than last fall.

Ms. Parisi asked if there is more of a focus on individual growth.

Ms. Landwehrle replied that page 12 is looking at the academic achievements, they are fairly high, not as high as they typically see. The alarming picture is the growth.

Ms. Parisi asked if they are focusing on academic growth.

Ms. Landwehrle replied, yes, that their goal is at least a year's worth of growth. They are setting up meetings with building leadership right after NWEA to go over the results. It is alarming and concerning. They have to find that right balance with supports so that they are making progress.

Ms. O'Keefe noted that there were some questions that he received.

Ms. Landwehrle replied they do not know when they will receive that State comparative data. It is hard to predict as it is not always a set time. There was a question about that remote option for NHSAS was not available. All of their districts were affected by the opt-out. Souhegan had 50% opt out in NHSAS Science.

With the difference in Mont Vernon and Amherst, they already had smaller class sizes. Twelve is really small class size, and it is great to provide that one-on-one support. Second, they did a deep focus on Math. The Board focused their Board Goals on Math. To get the kids, school wide, excited, and focused on Math.

Ms. Landwehrle noted that there is a question on page 25 about the chart and who is included in the numbers.

Mr. Chamberlin replied that the most common institutions those are in the last few years.

Ms. Landwehrle noted that they can check with Student Services Director, Ms. Meg Beauchamp and get back to the board. National Junior Honor Society is not necessarily a club but they can include that going forward. Many of the sports that ran last year were sports that could be outside. With a lot of the clubs, there was an emphasis on the time it took to get the building thoroughly sanitized.

Draft

Mr. Conklin inquired about growth and if it was normed.

Ms. Landwehrle replied yes, it is normed based on your starting point. You are not harmed if you start high. It truly is what is typical with that grade level and how much do they typically grow.

Ms. Grund questioned if they could have the breakdown by grade level for NHSAS. With the NHSAS Science for SHS, 45% of the kids that took the test did not meet grade level.

Ms. Landwehrle replied that they are finding that right balance and there will be a plan to review the results.

Mr. Glover added that it is a really good start. Aimsweb and OECD PISA are not discussed. He suggested that they offer resources to students to supplement their own learning.

Ms. Landwehrle noted that these are all great comments.

Ms. Taylor inquired about the AP results. She noted that last year she requested the results to be presented differently.

Ms. Parisi suggested that they include the schools that they are comparing themselves to.

Mr. O'Keefe commented that in MV they tried to have afterschool activities and have paid stipends for that.

Ms. Taylor added that she would like to see test prep for all of the students.

Ms. Parisi remarked that she would like to see something regarding social/ emotional learning included in this document.

The Board thanked Ms. Landwehrle and Mr. Chamberlin.

IV. First Reading Policies

Mr. O'Keefe noted that tonight is a first reading. They will motion to pass the policies that they have consensus. Those policies will go down to the subsequent boards. The policies that they do not have consensus they will review individually.

He thanked the Policy Committee for their continued work

1. BBBH (SAU)

Mr. Coughlan motioned to pass BBBH. Ms. Kuzsma seconded.

Mr. O'Keefe asked for discussion.

Mr. Coughlan amended section J to the following: A. Chairperson, B. Vice chairperson, C. Treasurer and strike " (appointed from among board members)" and add D. Secretary. Ms. Kuzsma seconded the motion.

Mr. O'Keefe asked for a vote on the motion to amend. Ms. Taylor opposed; motion passed.

Mr. O'Keefe asked for a vote on BBBH as amended.

Draft

The Motion passed.

Discussion ensued over the packet.

Mr. O'Keefe read BBBA, BBBC, BK, EBB, JCA, JFAB, JI, JIC, JICD, JLCF, JLCH, JLCJ, KH (Amherst, Mont Vernon, and Souhegan)

No objections to the following: BBBA, BBBC, BK, JCA, JFAB, JI, JLCF, JLCH, (Amherst, Mont Vernon, and Souhegan)

Policies objected BBBA, EBB, JI, JIC, JICD, JLCF, JLCJ, and KH

Mr. O'Keefe read BA/BA-R, BAAA, BBA, BBAA, BBAB/BDB, BCA, BCB, BDA, BDC, BDD, BDE, BDG, BEA, BEB, BEC, BEDA, BEDB, BEDC, BEDDA, BEDG, BEDH, BFE, BGAA, BGD, BGF, BHC, BHE, BIE, DID, EB, EHAC, GBCD, GBCE, GBEB, GBEBE, GCR, KFA, KICL (SAU, Amherst, Mont Vernon, and Souhegan)

Policies objected: BAAA, BCB, BDA, BDD, BDG, BEA, BEDB, BEDDA, BGAA, BGD, BGF, BHC, EHAC, GBCD, GBEB, GBEBE, KICL.

Policies pulled BBAB/BDB, BDD- first page missing, BDF - was in packet but not on agenda - hold until next meeting, BEDH,

Mr. Coughlan added that BIA & DFA was new this year.

Mr. Glover motioned to approve, adopt and move to the individual boards the following policies: BBBC, BK, JCA, JFAB, JLCH, BA/BA-R, BBA, BBAA, BDC, BDE, BEB, BEC, BEDC, BEDG, BFE, BHE, BIE, DID, EB, GBCE, GCR, and KFA. Mr. Coughlan seconded the motion.

Ms. Kuzsma added that BBBA back to the Policy Committee.

Ms. Lawrence motioned to send policy EBB to the individual boards. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Taylor asked for clarification on Policy EBB.

Ms. Kuzsma noted that the NHSBA updated it.

Mr. Glover added that the one thing that is missing is infectious disease control.

Mr. O'Keefe called for a vote to accept Policy EBB.

Motion fails. Policy goes back to the Policy Committee.

Ms. Lawrence motioned to accept policy JI and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Draft

Ms. Taylor noted that this policy refers to rights and responsibilities of students. she would like to see more definition of the rights and responsibilities

Discussion ensued.

Mr. O'Keefe called for a vote. Ms. Lawrence and Ms. Peters opposed. Motion passed.

Ms. Lawrence motioned to accept policy JIC and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Taylor noted that she was at the meeting when they discussed the policy. She commented on the Code of Conduct.

Ms. Landwehrle noted that they have never used the term Code of Conduct before. It was her recommendation to simplify.

Ms. Taylor remarked that the Code of Conduct falls under some student groups, and they need to have deeper discussion at the high school.

Ms. Behm added that it is consistent and there are additional layers, but this is a great start.

Ms. Clark asked if it was possible for the high school to make their own changes.

Mr. O'Keefe explained that the intent of tonight's discussion was to be on the same page.

Ms. Landwehrle noted in some cases they add "if where applicable Community Council".

Mr. Glover motioned to add "shall" to add a number #5. Ms. Parisi seconded.

Mr. Coughlan added that he is fine with leaving the policy the way it is.

Ms. Landwehrle commented that she updates the administration with what needs to be in the handbook.

Ms. Kuzsma the heading of this policy relates to student conduct.

Mr. Glover noted that these are closely related topics there is correlation between the two.

Ms. Lawrence added that she agrees with Mr. Glover. It is an opportunity to correct that and make sure it is really clear.

Mr. O'Keefe called for a motion to amend policy JIC. The motion was unanimous, motion passed.

Mr. O'Keefe called for a vote on the policy as amended. Ms. Taylor opposed; motion passed.

Ms. Lawrence motioned to accept policy JICD and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Draft

Mr. O'Keefe asked for discussion

Ms. Taylor noted that she is looking to align the system with these policies.

Ms. Lawrence asked Ms. Taylor where there are inconsistencies. She asked Ms. Taylor to review the Trello where they made their notes.

Ms. Landwehrle added that the high school team did have ample time as well as the rest of the leadership team to review.

Ms. Kuzsma noted that this policy was brought up because there were significant changes at the State. Community Council could not change anything required by the State no matter what.

Ms. Landwehrle commented that a lot of this is referencing the terms and student rights and responsibilities. There were some changes with this policy, and she does not see a conflict.

Mr. Coughlan added that he did a review and does not see conflict with SHS current procedures.

Ms. Grund asked about letter (e) and why would you have a sub committee on issues like this, on page 75.

Mr. Coughlan replied first, there is a timeline on some of these issues and sometimes it is hard to get a full board together or second, recusal problems.

Ms. Peters commented that it would be nice to see the OSS pilot referenced.

Mr. Glover added that at the last meeting they have a new disciplinary pilot and discussion about how do they implement restorative justice principles.

Ms. Landwehrle replied, yes.

Mr. Coughlan referenced the paragraph above.

Ms. Landwehrle added that it is still out of school suspension, they would craft the parameters. You are removed from the building but not removed from the connection to their community.

Ms. Peters inquired about students committing a serious offense.

Discussion ensued.

Superintendent Steel referenced NH Chapter 193- Pupils- School Attendance- Section 193:13 II Suspension and Expulsion of Pupils. *"Any pupil may be expelled from school by the local school board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun, rifle, or paint ball gun, and the pupil shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state."*

Mr. Glover asked about Factors to Consider.

Draft

Mr. Coughlan noted that legal counsel cut and pasted from the law.

Mr. Steel commented that the RSA 193:13 is effective until July 1, 2021; the revision has the exact same process V. *"School districts and chartered public schools shall make educational assignments available to the suspended pupil during periods of suspension."*

Ms. Kuzsma amended policy JICD B, 7, #5 remove paragraph and have it state "under 193:13 V." Ms. Parisi seconded the motion. Motion was unanimous, motion passed.

Mr. Glover noted the scrivener's error.

Ms. Lawrence motioned to adopt JICD as written and amended. Ms. Parisi seconded the motion. 2 opposed. Motion passed.

Ms. Lawrence motioned to accept policy JLCF and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Taylor inquired about the statement "each school in the District will provide at least one district-wide farm to table family dinner or similar activity each school year".

Ms. Kuzsma noted that Mr. John Lash had wrote this in and will be implanting this year. They have to have one measurable data point.

Ms. Taylor commented that it would a large number of families and a great undertaking.

Ms. Landwehrle added that this would be combined with some other event as a play and families would need to sign up ahead of time. There could be significant interest, and this is the first year of rolling this out. Mr. Lash felt strongly in this event.

Ms. Taylor asked if they would be impacting the budget.

Ms. Landwehrle replied that they would not be impacting the budget.

Ms. Behm gave her support.

Mr. O'Keefe asked for a roll call. The Motion passed unanimous.

Ms. Lawrence motioned to accept policy JLCJ and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Taylor noted that she has a question about the recording process and if it is required by law.

Mr. Coughlan responded that this is not required by law, and this is his language.

Ms. Taylor noted that they have not received these reports.

Mr. O'Keefe called for a vote.

The vote was unanimous. Motion passed.

Draft

Ms. Lawrence motioned to accept policy KH and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Taylor asked if this was new and for examples for what it would and would not include.

Mr. Steel replied that it is not new, he used the SHS school yearbook as an example.

Mr. Coughlan added that they have been doing this for a while.

Ms. Taylor asked where does the revenue for the extra pages in the yearbook that the parents pay for.

Mr. Steel replied that he believes that it is a fundraiser for the school.

Mr. O'Keefe called for a vote.

The vote was unanimous. Motion passed.

Ms. Lawrence motioned to accept policy BAAA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Taylor noted that there is reference to the student handbook which is partially under Community Council for the high school.

Ms. Kuzsma replied that it is covered as part of the procedural aspect.

Ms. Grund added that there is a piece in there that she has an issue with.

Ms. Lawrence remarked that the policy in 2007 has almost identical language.

Mr. Steel added that there is noting that is preventing you from making a board policy.

Mr. O'Keefe called for a vote.

Ms. Taylor opposed; motion passed.

Ms. Lawrence motioned to accept policy BCA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Grund commented on " *7. Recognize that as a general principle the District benefits when Board decisions, which have been made following due consideration and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.*".

She added that it sounds like there is pressure to vote in the same way.

Mr. O'Keefe added that he also does that believe that should be in there.

Mr. Steel commented that "subsequent" indicates that this is not referring to votes. He believes that was the intent.

Draft

Mr. Conklin noted that this policy is the aspirational goals. This policy cannot control them in anyway.

Ms. Lawrence added that it was in the sample.

Ms. Parisi referenced the previous version of this policy. *"Recognize that final board actions will be supported by all members of the board. Take no private action that will compromise the board or administration; and refrain from private actions which undermine or compromise official board action."*

Mr. Glover noted that he was not in support.

Ms. Parisi motioned to amended amend #7 to be #11 from previous policy. *"Recognize that final board actions will be supported by all members of the board. Take no private action that will compromise the board or administration; and refrain from private actions which undermine or compromise official board action."* Mr. Grondstra seconded the motion.

Ms. Behm remarked that this language is clearer and supports the amendment.

Ms. Taylor added that she would like to use the example of the start time, she was not in support.

Mr. O'Keefe called for a vote.

Mr. Glover opposed; motion passed.

Mr. O'Keefe asked for discussion on the amended policy.

There was no further discussion.

Mr. O'Keefe called for a vote.

The vote was unanimous, motion passed.

Ms. Lawrence motioned to accept policy BDA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Grund added that she has her concern regarding *"1. The Board shall hold an organizational meeting within one month of the School District Meeting."*

Mr. Coughlan added that the dates are from law.

Ms. Taylor asked about *" 6. The assignment of board members to committees may also be made at the organizational meeting, or at any subsequent meeting."*

Mr. Coughlan commented that most board assignments are non-controversial.

Ms. Taylor mentioned that she would like to add an additional sentence to #6 "*Board member committee assignments should be voted on by the majority of the board."*

Mr. O'Keefe asked if that was her amendment.

Mr. Glover added that it doesn't not say that.

Draft

Ms. Kuzsma noted that language would contradict the other two policies.

Mr. O'Keefe asked Ms. Taylor if she wanted to amend the policy.

Ms. Taylor did not amend the policy.

Mr. O'Keefe asked for a vote.

Ms. Taylor opposed. The motion passed.

Ms. Lawrence motioned to reconsider policy BCB. Ms. Parisi seconded the motion. The vote was unanimous, motion passed.

Ms. Lawrence motioned to accept policy BCB and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Taylor inquired about the difference.

Ms. Kuzsma replied it clears up conflict of interest and vendor relations.

Ms. Peters added that she is not sure that she has the same perspective.

Ms. Kuzsma commented on the vendor expectations.

Ms. Behm mentioned that she prefers the revised policy with the added sentence *"Through the use of open competitive bidding or recusal of any Board member who has a conflict of interest, the Board will seek to obtain the best value for the district while avoiding impropriety or the appearance of impropriety"*. It is just laying out ground rules and giving an even playing field.

Mr. Glover referenced RSA 95:1.

Ms. Peters replied that she has a concern with the employment clause.

Ms. Taylor mentioned that she has serious problems with this. She supports the old policy. They should not be employing board members or relatives.

Mr. O'Keefe inquired where this policy originated.

Ms. Kuzsma replied that this is a model, and they made no changes.

Ms. Taylor asked if they had their own counsel.

Ms. Kuzsma added that she feels uncomfortable spending a significant amount of money having them reviewed when they were crafted by legal counsel.

Ms. Taylor noted that the sample wasn't crafted for our board or districts.

Mr. O'Keefe asked about the general consensus of the committee.

Ms. Kuzsma replied that the general consensus was that they liked the sample policy better and made the rules extremely clear.

Mr. Coughlan added that they agreed that this one was clearer.

Draft

Mr. Torres mentioned that he is concerned with the optics of it.

Mr. O'Keefe motioned to vote the policy down and send this back to the policy committee. (Revise to be more restrictive in nepotism and goods and services.)

Mr. Glover suggested it go back to legal counsel.

Ms. Grund added that it just needs to be rewritten.

Mr. Coughlan added that there have been two separate discussions, nepotism and conflict of goods and services. He suggested that they have a straw poll.

All opposed, motion fails.

Mr. O'Keefe asked about a nepotism policy.

Mr. Coughlan commented on the most legally restricted Nepotism policy.

Mr. O'Keefe asked for a straw poll.

Mr. Coughlan noted that the board was in favor of the most restrictive in both categories, nepotism and goods and services.

Ms. Lawrence motioned to accept policy BDG and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. Coughlan commented that they tried to differentiate between the routine and non-routine.

Mr. Steel gave two examples of non-routine action.

Ms. Taylor asked if it would be possible to write an amount in the policy.

Mr. O'Keefe added that if it exceeds those limits, he will want to get clarification.

Mr. Glover and Ms. Taylor opposed; motion passed.

Ms. Lawrence motioned to accept policy BEA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Taylor commented that she would like more Souhegan meetings.

Mr. Conklin added that the additional meetings may be scheduled by the Chair. It is not just for emergency meetings.

Mr. O'Keefe asked for discussion.

The vote was unanimous, motion passed.

Ms. Lawrence motioned to accept policy BEB and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

The vote was unanimous, motion passed.

Draft

Ms. Lawrence motioned to accept policy BEDB and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Grund amended Policy BEDB, paragraph 6, second sentence, to replace "Superintendent" with "Board Chair". Ms. Parisi seconded the motion.

Ms. Kuzsma added for the SAU it would be Chairman O'Keefe.

Ms. Behm noted that agenda would be associated with the respective Chair.

Mr. O'Keefe called for a vote.

All in favor of the amendment, motion passed.

Mr. O'Keefe asked for discussion.

Ms. Taylor mentioned that the agenda content should be the responsibility of the board.

It also says that it should be 14 days prior to a meeting.

Mr. O'Keefe replied that he believes that it is reasonable since there needs to be discussion on items.

Ms. Taylor commented that she thought another policy stated 4 days.

Mr. O'Keefe inquired which policy she was referencing.

Mr. Glover added that they have revised agenda packets because things are dynamic.

Ms. Peters referenced the policy statement "*Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting.*" She asked if they are encouraging members of the public to reach out to the Superintendent about their meeting topics.

Mr. O'Keefe replied yes. The community is always able to reach out to him for a question or concern.

Ms. Peters asked if that is different than Public Comment.

Mr. Steel noted that he gets contacted often by the community. He is sometimes able to solve a question or problem.

Ms. Taylor referenced statement *"Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only."* She inquired if that is that there so you can tell them to stop.

Mr. O'Keefe noted that he just attended a training, and they are doing what is recommended. As a board they can vote to do that.

Ms. Kuzsma mentioned a recent example.

Mr. O'Keefe added that the public needs to be informed about the guidelines.

Mr. Coughlan explained that the intention is that this is the meeting for the board to do work and the public can watch. The basic fundamental rule is that board is here to do work and the public input is purely the board's discretion.

Mr. Glover gave his support for statement *" Every Board member has the right to place items on the agenda"* however, there needs to be some tempering language.

Ms. Kuzsma amended policy BEDB, second paragraph, second sentence. "Every board member has the right to place items, on an agenda" . Mr. Glover seconded the motion.

Mr. O'Keefe asked for discussion.

Ms. Peters commented on a possible situation where a board member is at odds with the board chair.

Ms. Kuzsma noted that there is policy around that. The majority of a board can get together and put it on an agenda.

Mr. O'Keefe called for a vote on the amendment.

Motion did not pass.

Mr. O'Keefe asked for a vote on policy BEDB as originally amended.

Motion passes unanimous

Ms. Lawrence motioned to accept policy BEDDA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Taylor noted that this is unpolished and needs review.

Mr. O'Keefe added that there is a scrivener's error.

Ms. Taylor noted that she would like the table to be explained to her.

Mr. Coughlan remarked that originally, he thought about moving the table. Most of this comes out of Robert's Rules of Order.

Mr. O'Keefe called for a vote on the policy.

Mr. Glover mentioned the scrivener's error in B-3 in the italicized brackets, B-13 the double asterisk and double numbering.

The vote was unanimous, motion passed.

Ms. Lawrence motioned to accept policy BGAA and move to the individual boards as a first reading. Ms. Parisi seconded the motion.

Ms. Taylor noted her concerns with the policy.

Draft

Mr. Coughlan added that this is based on the new model from the NHSBA. He believes that most of her concerns are philosophical.

Ms. Taylor noted two examples and they had to do with student staff interaction, and they were both relevant to the high school.

Ms. Kuzsma replied that it is not completely accurate. Ms. Lawrence is working on it and that policy is 100% on their docket for review.

Ms. Grund noted that it brings up the clarification about d-6 they need to work on the language of sept, 1st.

Mr. Coughlan added that he believes that it is based on the policy.

Ms. Kuzsma commented on the timeframe.

Mr. Steel remarked that he proposed something sooner and Mr. Glover when he was on the Amherst School Board proposed Sept 1st as the deadline.

Mr. Glover commented that the Superintendent does a lot and its all in the purview of the superintendent.

Ms. Lawrence added that the Chair has reached out to the NHSBA, and that relationship exists. It has not been an issue.

Mr. Coughlan commented that

Ms. Taylor added that it is a conflict of interest.

Ms. Taylor motioned to amend BGAA, D4 changed to "the Board Chair should seek counsel" Ms. Parisi seconded the motion.

Ms. Clark added that it feels like an inefficient amendment.

Ms. Peters inquired what if they used "or".

Mr. Glover did not give his support.

Mr. Conklin commented that there are some board members that are well versed and some that are not.

Ms. Behm added that she understands the concern, but it is already covered.

Mr. O'Keefe called for a vote.

Amendment did not pass. Ms. Peters abstained.

Mr. O'Keefe called for vote on Policy as written, BGAA. Ms. Taylor and Ms. Peters opposed.

Mr. Lawrence motioned to defer the remaining policies to the next SAU meeting in October. Ms. Parisi seconded the motion. The vote was unanimous, motion passed.

Draft

Mr. O'Keefe commented that they should submit the objections to the policy. They should restrict debate to the items that are listed in writing to the Policy Committee. They want to be prepared.

Mr. Conklin asked

V. Non-Public Session RSA 91:A 3 II

Members Present: Stephen O'Keefe, Kristen Clark, Sarah Lawrence, Peter Eckhoff, Jessica Hinckley – Not present, Pim Grondstra, Steve Coughlan, John Glover, Stephanie Grund, Christine Peters, Laura Taylor, George Torres, Elizabeth Kuzsma, Terri Behm, Joshua Conklin, Tom Gauthier – Not present, Victoria Parisi

Ms. Kuzsma motioned to enter into Non-Public Session RSA 91 A:3 II (a) and (c) at 10:10PM. The vote was unanimous, motion passed.

Mr. O'Keefe called a roll call: Stephen O'Keefe – Yes, Kristen Clark – Yes, Sarah Lawrence – Yes, Peter Eckhoff – Yes, Jessica Hinckley – Not present, Pim Grondstra – Yes, Steve Coughlan – Yes, John Glover – Yes, Stephanie Grund – Yes, Christine Peters – Yes, Laura Taylor – Yes, George Torres – Yes, Elizabeth Kuzsma – Yes, Terri Behm – Yes, Joshua Conklin – Yes, Tom Gauthier – Not present and Victoria Parisi - Yes

Other persons present during nonpublic session: None.

Description of matters discussed and final decisions made. Note: Any votes taken must be recorded "in such a manner that the vote of each member is ascertained and recorded":

Board discussed Superintendent Evaluation and gave the SAU Board Chair points to discuss with the Superintendent when he meets to discuss the evaluations.

VI. Public Session

Ms. Kuzsma motioned to exit non- public session at 10:39PM, seconded by Mr. Coughlan. The vote was unanimous, motion passed.

No motion needed to seal the minutes.

VII. Meeting Adjourned

Ms. Kuzsma motioned to adjourn the meeting. Mr. Coughlan seconded the motion. The vote was unanimous, motion passed.

Roll Call Vote to end public meeting: Stephen O'Keefe – Yes, Kristen Clark – Yes, Sarah Lawrence – Yes, Peter Eckhoff – Yes, Jessica Hinckley – Not Present, Pim Grondstra – Yes, Steve Coughlan – Yes, John Glover – Yes, Stephanie Grund – Yes, Christine Peters – Yes, Laura Taylor – Yes, George Torres – Yes, Elizabeth Kuzsma – Yes, Terri Behm – Yes, Joshua Conklin – Yes, Tom Gauthier – Not Present and Victoria Parisi - Yes

Draft

Amherst School Board – October Updates

The Board took part in two meetings during the week of Oct. 4. These are the major items discussed during this time.

1. On Oct. 4, ASB received its first glance at the FY23 budget from business administrator Amy Facey.
2. On Oct. 7, the board received a presentation/report from the Joint Facilities Advisory Committee. JFAC met prior to the ASB meeting on Oct. 7, presenting the initial cost estimates from the construction manager of the Clark-Wilkins/AMS project.
    a. DEW had approximately one month from its official hiring to come up with initial cost estimates so the numbers are still artificially high with large contingencies built in.
    b. The numbers will continue to be fine-tuned over the coming months as we get closer to voting day.
    c. We also prepped our first public forum to be held Oct. 12 (day before SAU meeting) to present the initial plans, costs, and discussion points to the community. We will have monthly forums leading up to voting day to educate folks about the projects. The first meeting took place after this report was written so no specifics can be included but the meeting is viewable on the SAU 39 youtube channel.

Consent Item #5

Enrollment 2021-2022 School Year

By Grade Level and School

October 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	678	42	119	121	122	146	128								
Mont Vernon Village School	216		26	29	31	33	34	33	30						
Amherst Middle School	650							150	134	178	188				
Souhegan High School	707											171	164	185	187
Total	2251														

This is an increase of 75 students from last year at this time.

Data Privacy Placeholder

Policies for Approval
First Read: September 20, 2021

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BA/BA-R – SCHOOL BOARD SELF-EVALUATION AND GOAL SETTING

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed. The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

Legal References:

NH Code of Administrative Rules, Section ED. 303.01 (g), Substantive Duties of School Boards
Revised: February 2, 2017
Adopted: February 27, 1990

Board Self-Evaluation:_____DATE: _____
Evaluating Board Member:_____

Please rate the Board's relationship with the Superintendent:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating, particularly how the board and Superintendent worked together on specific tasks.

Please rate the Board's relationship with the community:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating, particularly any specific ways the board connected or failed to connect with the community.

Please rate the Board Meetings:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating, particularly were the board meetings effective in helping to accomplish stated Board Goals

Please rate the Board's relationship with staff and personnel:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating.

Please rate the Board's relationship with the instructional program:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating.

Please rate the Board's financial management of the schools:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating, particularly as it relates to the budget process.

Please rate the Board's policy development:

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating, particularly as it relates to any new or revised policies.

Please rate the Board's risk management.

1: **Does not meet** expectations
2: **Approaches** expectations
3: **Meets** expectations
4: **Exceeds** expectations

Please explain your rating.

Please feel free to expand on any thoughts from above or add notes on other topics you feel are relevant to the performance of the board this year.

BAAA – BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

GENERALLY

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

CONTENTS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE

The policies of the Board are formally adopted by the Board. Job descriptions, Student Handbooks, and Employee Handbooks are Administrative Procedures. Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

LIMITATIONS OF POLICY

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law or to give to any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employee, taxpayers, or others within the District beyond those that are established in law and are not intended to restrict or limit students, employees, or other members of the District community from pursuing any claims or defenses available under law.

Exceptions

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

a. Any person may request an exception to any Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.

b. The Superintendent or Designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors

to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same or similar policies.

c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.

d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.

e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

BBA – BOARD POWERS AND DUTIES

The board will use the powers conferred to it by New Hampshire laws (including, but not limited to RSA 195:5, Cooperative School Districts: School Board Powers and Duties, and New Hampshire Department of Education Rules (including but not limited to DOE Ed-303.01) to fullfill the duties assigned to it under applicable Federal laws,Federal Regulations, New Hampshire RSAs, New Hampshire Education Rules, and rules of the New Hampshire State Board of Education.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 195:5, Cooperative School Districts: School Board Powers and Duties

N.H. Code of Administrative Rules-Section Ed. 303.01, Duties of School Board

BBAA – BOARD MEMBER AUTHORITY

The authority of individual Board members is limited to participating in actions taken by the Board as a whole when legally in session.

Board members shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound in any way by any action taken or statement made by any individual Board member except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Board members have no authority over school affairs as individuals. They have complete authority, within state law, over school affairs only when they are assembled as a legal body.

The decisions and actions of a single member of the board cannot be binding on the entire board.

The board must exercise its powers and duties only in properly called meetings where a majority of the board constitutes a quorum.

The decision of the board shall be binding until rescinded by the board at a duly called regular or special meeting.

Each Board member is obligated to attend Board meetings regularly. Whenever possible, each Board member shall give advance notice to the Chairperson or Superintendent of their inability to attend a Board meeting.

Each Board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item. Each agenda will provide an opportunity for Board members to comment on District activities and/or educational issues. These comments may become topics for future Board discussions.

Board members may occasionally serve on committees or organizations for the purpose of reciprocal communication and reporting back to the Board.

The board does not exist between meetings. Board members have no authority except at board meetings or when discharging an assignment made by the board. Parental inquiries shall be referred through appropriate channels.

Legal references:

RSA 91-A:2, Meetings Open to Public
RSA 91-A:2-a, Communication Outside Meetings
N.H. Code of Administrative Rules-Section Ed. 303.01, Substantive Duties of School Boards
Appendix: BBA-R

Board officers will include a chairperson, vice-chairperson and secretary. Officers will be elected at the board's re-organizational meeting following the school district annual meeting. Board officers will serve a one-year term, concluding at the re-organizational meeting the following year, at which time a new election of officers will occur. Officers will remain in their respective offices until new successors are elected.

If the chairperson resigns from the school board or resigns from the office of chair, the vice-chairperson will become chair of the board. If the chairperson loses his/her election or does not run for re-election, the vice-chair shall serve as chair during the organizational meeting. If the vice-chairperson or secretary resigns from the school board or from the respective office, the board will hold new elections for those offices.

The Superintendent is an ex-officio, non-voting member of the Board.

Chairperson:

In carrying out these responsibilities, the Chairperson shall:

1. Sign the contracts, instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent in the planning of the Board meeting agendas;
3. Confer with the Superintendent on crucial matters that may occur between Board meetings;
4. Appoint members to serve on specific committees, subject to full Board approval;
5. Call emergency meetings of the Board as necessary;
6. Be the public spokesperson for the Board at all times except as this responsibility is specifically delegated to others; and
7. Preside at and be responsible for the orderly conduct of all Board meetings. As presiding officer at all meetings of the Board, the Chairperson shall:
    a. Call the meeting to order at the appointed time;
    b. Announce the business to come before the Board in its proper order;
    c. Enforce the Board's policies relating to the order of business and the conduct of meetings;
    d. Put motions to a vote and announce the vote result.
8. Have the right, as other Board members have, to offer motions, discuss questions, and vote.
9. Have such other powers and duties as the Board may from time to time determine.

Vice-chairperson:

The Vice-Chairperson will have the powers and duties of the Chairperson in the Chairperson's absence or for the duration of their inability to perform their duties, and such other powers and duties as the Board may from time to time determine. The Vice-Chairperson may attend meetings where board meeting agendas are planned.

Secretary:

The Secretary, or designee, shall keep minutes of proceedings in non-public session at least to the extent of recording any decisions made therein, and such other powers and duties as the Board may from time to time determine.

BDA – BOARD ORGANIZATIONAL MEETING

1. The Board shall hold an organizational meeting within one month of the School District Meeting. The meeting shall be called by the Superintendent of Schools, who shall preside during and until the election of a Chairperson. The SAU Board will hold its organization meeting not before April 1.

2. The new Chairperson of the School Board shall take office upon election. The School Board shall then elect a Vice-Chairperson and a Secretary.

3. All officers of the School Board shall hold office until the next annual organizational meeting or until their successors are elected.

4. Whenever there is a vacancy in the office of the Chairperson, Vice-Chairperson, or Secretary, the School Board shall elect a new officer to fill the vacancy during the unexpired term of office provided that all members of the Board have been notified prior to the meeting that the vacancy will be filled at such meeting. Any member of the School Board is eligible to fill a board office vacancy. In the event the Board member elected to fill the vacancy already holds another Board office, the board member shall relinquish his or her initial office and elections for the newly created vacancy will commence.

5. Election of officers shall be by nomination from School Board members. A majority vote of the members of the School Board, by show of hands in Open Session, shall be required for election.

6. The assignment of board members to committees may also be made at the organizational meeting, or at any subsequent meeting.

Legal References:
RSA 91-A:2, Meetings Open to the Public

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BDC – ELECTED AND APPOINTED BOARD OFFICIALS

DISTRICT CLERK

The District Clerk is an elected official except in Cooperative School Districts, where the District Clerk is appointed by the Board. The Board will fix the salary of the District Clerk, who shall not be a member of the Board. The District Clerk shall keep a true record of each District meeting and make any reports to the State of New Hampshire as may be required and shall carry out duties as required by law. If the District Clerk is absent at any the annual meeting, then a clerk pro tempore shall be chosen by the Board until the next annual District election. The SAU does not have a Clerk.

TREASURER AND DEPUTY TREASURERS

The Treasurer is an elected official except in Cooperative School Districts and the SAU, where the Treasurer is appointed by the Board and shall not be a member of the Board. The Treasurer shall receive such remuneration as the Board may determine, and perform such duties pertaining to the fiscal affairs of the organization as outlined in New Hampshire statutes relating to public schools. If no one is elected and accepts, then the Board shall appoint the Treasurer until the next annual election.

A Deputy Treasurer may be nominated by the Treasurer, subject to the approval of the Board.

The Treasurer and Deputy Treasurer must be a registered voter in the District (or SAU for SAU-wide position), not be a permanent employee of the District (or the SAU or any District within it for the SAU-wide position), and must have no conflict of interest in carrying out the duties of the position.

The adoption of policies is a primary function of a Board and the execution of policies is a primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and rules of the State Board of Education.

The Board will:

1. Give the Superintendent full administrative authority for properly discharging his professional duties, holding him responsible for acceptable results.

2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.

3. Hold all meetings of the Board in the presence of the Superintendent except when his/her contract and salary are under consideration.

4. Refer all complaints to the Superintendent and discuss such complaints only at a regular meeting as required.

BOARD	**SUPERINTENDENT**
1. To select a competent, educational leader as Superintendent.	To administer effectively and provide the professional leadership necessary.
2. To serve as a policy-making body.	To recommend sound policy and implement adopted policies by formulating and enforcing rules and regulations.
3. To grant authority to the Superintendent to administer the schools.	To make Board policy effective through efficient administration.

4. To exercise sound judgement in business affairs of the school district.	To keep the Board informed on financial matters, do sound long-range planning, and keep expenditures within the approved budget.

5. To deal always in an ethical, honest, straight-forward, open-and- above-board manner with the Superintendent, staff, students, and community.	To deal always in an ethical, honest, straight-forward, open-and-above board manner with the Board, staff, students, and community.
6. To provide within budget limitations, necessary personnel.	To present personnel needs to the Board.
7. To approve an organizational pattern for the administration.	To make assignments for each position with the Board's authorization.
8. To take legal action required by law.	To recommend to the Board all action required by law.
9. To examine and approve an annual budget.	To recommend an annual budget with necessary supporting data.
10. To function as a Board, rather than as individuals.	To deal with the Board as a whole, rather than with individuals members.
11. To carry on communications with staff members through the Superintendent.	To see that the staff can have necessary communication through the Superintendent with the Board.
12. To hold the Superintendent accountable for results.	To accept responsibilities for results.
13. To remember that schools exist for the benefit of students and the community.	To remember that schools exist for the benefit of the students and the community.
14. To fulfill other duties required by regulations of the State Board of Education and State Law.	To fulfill such other duties required by regulations of the State Board of Education and State Law.

BDG – DISTRICT ATTORNEY/LEGAL FEES

The Board recognizes that the increasing complexity of District operations frequently requires procurement of professional legal services. Consequently, the District shall retain an attorney or law firm for that purpose.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or by persons specifically authorized by the Superintendent or as a consequence of Board direction. Such action shall occur when it is consistent with approved District policy or standard practice to meets an obvious need of the District.

Many types of instances of legal assistance may be considered routine and not necessitating specific Board approval or prior vote.

However, when the administration concludes that unusual non-routine types or amounts of professional legal service may be required, Board authorization for such service shall be promptly requested.

BEA - REGULAR BOARD MEETINGS

Category: Recommended

Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website. Minutes of all meetings will be taken and provided in accordance with the provisions of RSA 91-A.

All meetings shall be open to the public. Agendas will be established per Board Policy BEDH. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.

Additional meetings may be scheduled at the call of the Chair. Emergency meetings may be called in accordance with the provisions of RSA 91-A:2 and Board Policy BEB.

A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

The Board recognizes that the consistent attendance of Board Members at Board Meetings is essential for the efficient, effective operation of the Board's duties as well as fulfilling our individual obligations as elected officials.

Legal References:

RSA 91-A, Access to Public Records and Meetings
N.H. Code of Administrative Rules, Section Ed. 303.01(f), Substantive Duties of School Boards

BEB - EMERGENCY BOARD MEETINGS

Emergency meetings may be called by the Chairperson or by a majority of the Board. For the purposes of this policy, an emergency is defined as a situation where immediate undelayed action is deemed to be imperative by the Chairperson or by a majority of the Board. In the event of an emergency meeting, the Board will post notice of time and place of the emergency meeting as soon as possible and will also use other reasonable means to inform the public that an emergency meeting is to be held. Minutes of an emergency meeting will clearly state the need and purpose for the emergency meeting.

Legal Reference:

RSA 91-A:2, II, Meetings Open to the Public

BEC - NON-PUBLIC SESSIONS

The Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Upon motion, the vote to enter non-public session will be a recorded roll-call vote made in public session. The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The Board shall record minutes of all non-public sessions. Non-public session minutes will be made publicly available within 72 hours of the non-public session, unless the Board votes to seal the minutes. The Board may seal minutes of a non-public session only by a two-thirds vote. The Board will only vote to seal minutes of non-public sessions if divulging such information would:

1. Adversely affect the reputation of a person other than a member of the Board;
2. Render a proposed board action ineffective; or
3. Thwart safety considerations pertaining to terrorism or other emergency functions of the Board.

Board members will refrain from publicly discussing matters that were discussed in a non-public session.

The Superintendent or his/her designated representative may attend all non-public sessions at the pleasure of the Board, except those non-public sessions that pertain to the Superintendent's employment.

Legal References:

RSA 91-A:3, Non-Public Sessions
RSA 91-A:4, Minutes and Records Available for Public Inspection
RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

BEDC - QUORUM

Board members unable to attend a meeting in person may communicate via electronic means in accordance with Policy BEA and RSA 91-A:2,III. However, in all circumstances, a quorum shall only be met when more than ½ of the qualified members of the board are physically present at the meeting, except for emergency meetings as set forth in RSA 91-A:2,III(b).

BEDG - MINUTES

Under RSA 91-A, the school board, and each of the Board's committees (***irrespective of*** whether standing or ad hoc, and ***irrespective of*** whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the District Board, and each such board committee.

The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:

1) the names of members participating,

2) persons appearing before the Board (any persons other than board members who address the board or speak at the meeting;

3) a brief description of each subject matter discussed;

4) identification of each member who made a first or second of any motion;

5) a record of all final decisions;

6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and

7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to Board at the meeting at which they are to be approved.

Draft minutes of all public meetings, clearly marked as drafts or “unapproved”, will be made available for public inspection ***upon request*** no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the ***statutory*** procedure

described in the preceding paragraph.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized***, and shall likewise be available for inspection during that period***.

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent. ***Requests for access to minutes shall be processed in accordance with Board Policy EH{**} and administrative procedures EH-R{**}.***

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed and copies requested. Draft minutes will be available for inspection at the District's administrative office.

Sealed minutes shall be reviewed every three years and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes are sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.

Legal References:

RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public
RSA 91-A:2,II-a,
RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions
RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection

BFE – ADMINISTRATION IN POLICY ABSENCE

In the absence of established Board policy or Board direction, the Superintendent shall assume responsibility for whatever decision or action is taken. In such instances, principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but the Superintendent's decisions shall be subject to review and ratification by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

BGAA – POLICY DEVELOPMENT, ADOPTION AND REVIEW

The development and adoption of policies that govern the District *(or SAU)* is one of the Board's most important functions. Board policies establish the goals, direction, and structure of the District *(or SAU)* under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

A. Policy Committee Responsibilities and Meetings. The *SAU 39* Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to *all* Boards for their consideration, including adopting new policies, revising existing policies and deleting obsolete policies *in each District and the SAU (if applicable)*.

B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.

C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Boards.

D. Procedures for Policy Development and Review,

1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.

2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.

3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to *SAU-wide review and approval process*.

4. The Superintendent should seek counsel of the Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.

5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.

6. The Policy Committee will provide recommendations for new policies (including full text of policies/revisions to be considered for action by *any* Board), as well as recommendations for repeal of existing policies, *to the SAU Board prior to September 1 each year*. Policy Committee reports should also include any information requested by *any B*oard, and any other information deemed appropriate by the Policy Committee.

E. Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the governing Board *of a district that is adopting it, or the SAU Board for policies that apply to the SAU,* at a public meeting.

1. *To assure that policies are identical to the extent possible across the SAU and its constituent Districts, Policy Committee recommendation shall be placed on the agenda of a regular SAU Board meeting for review and discussion among all the constituent School Board members (for policies actions applicable to individual Districts), or among SAU Board members (for policy actions applicable at the SAU level). The SAU Board, at this informational session, shall identify concerns or desired changes to the recommendations, and refer draft Policies that require amendment back to the Policy Committee for review and revision, in a good faith effort to find common language to the extent possible. Once consensus is reached at the SAU Board level (or customizations for specific district concerns are determined to be necessary), recommendations shall move on to the individual Districts (or the SAU Board for SAU Policies) for review and adoption.*

2. Policy Committee recommendations shall be placed on the agenda of each individual District at a regular Board meeting and will be made part of the agenda package for that meeting.

3. *Policies (new, or recommended for amendment or recission) that are intended to apply to a single District in SAU 39 shall bypass SAU 39 Policy Committee and SAU Board initial review, and follow the same process for review, comments, amendment, and adoption as for other policies within District, starting with a "first reading".*

4. All new policies, and/or revisions to existing Board policies are subject to a "first reading" by the full Board to occur at a regular Board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).

5. The Board will allow opportunity for public comment on policy proposals per Board policy as part of its Public Time, or in an additional time as determined by the Chair.

6. Any changes agreed upon or requested by the board during the first reading shall be sent back to the Policy Committee to attempt to find standardization across all Districts if the policy is intended to be identical SAU-wide, and the process shall restart. If the Board intends to not adopt a uniform version, the changes shall move forward to the next reading.

7. At the next Board meeting (or a later meeting, if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.

8. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.

9. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.

10. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Suspension of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.

2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.

G. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.

2. Notice of new, revised, and deleted policies should be provided to affected groups (i.e., school staff, students, parents) and posted on the district website and by other such appropriate means determined by the Superintendent.

3. The Superintendent shall retain as government records copies of all policies deleted from the Board policy manual.

4. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

BHE – BOARD USE OF EMAIL AND OTHER ELECTRONIC COMMUNICATIONS

A. General.

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of Board-related communication.

For purposes of this section, "electronic communications" includes, without limitation, electronic mail ("email"), electronic chat, instant messaging, texting, and any form of social networking that allows two-way comment/input.

Electronic communications among a quorum of the Board, shall not be used for the purpose of discussing District or Board business.

Board members shall avoid reference to confidential information about staff, students or other individuals. Intentional disclosure of such information may subject a board member to individual liability and may constitute a violation of the oath of office.

B. Applicability of New Hampshire's Right to Know Law.

1. Meetings. With very limited exceptions, New Hampshire's "Right to Know" law, RSA 91-A, requires that public bodies (e.g., the board, and any of its sub- or advisory committees) conduct deliberations and decision-making during duly noticed meetings that the public may attend. Under RSA 91-A:2, I, a "meeting" occurs when a quorum of a public body discusses (in any manner that allows for contemporaneous communication) a matter over which that public body has supervision, control, jurisdiction, or advisory power. Thus, any electronic communication discussing district or school business that circulates among a majority of a quorum of the board could constitute a meeting and a violation of the Right to Know law.

As to social media especially, board members must exercise great care to assure less than a quorum ever comments on a post or thread regarding school business.

2. Ministerial Communications. Administrative or ministerial communications which do not include substantive discussion are not prohibited by the Right to Know law or this policy. Examples of permitted ministerial communications, electronic or otherwise, include:

- Agenda item suggestions (with no discussion of substance);
- Reminders for upcoming meetings;
- Communications needed to schedule meetings;
- Board meeting agendas with supporting materials.

1. 3. Electronic Communications as Records. Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the Board or a majority/quorum thereof constitute a "record" of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise, electronic communications are subject to the District's record retention policies and schedule. {**}EHB and EHB-R.

Legal References:

RSA 91-A:1-a, Definitions
RSA 91-A:2, Meetings Open to Public

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

RSA 91-A:2-a, Communications Outside Meetings
RSA 91-A:5, Exemptions
RSA 189:29-a, Records Retention and Disposition
Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003

BIE – BOARD MEMBER INDEMNIFICATION

The members of the Board and its employees and agents act as agents of the District. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the District and the state and federal governments.

In order to protect the individual members of the Board, its employees and other agents, and the educational interest of the community, the District/SAU will purchase, from public school funds, in the absence of governmental immunity or in coordination with governmental immunity, adequate insurance to indemnify Board members and agents of the District for their official actions in the service of the School District.

Legal References:

RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives
RSA 31:105, Powers and Duties of Towns: Indemnification for Damages
RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act
RSA 31:107, Powers and Duties of Towns: Purchase of Insurance

DID - FIXED ASSETS (Inventories)

The Superintendent will designate the person responsible for managing capital assets and maintaining the fixed assets inventory. In accounting for capital assets, Business Administrator will implement the standards required by Statement 34 of the Governmental Accounting Standards Board.

Capital assets are real or personal property that have a value equal to or greater than the capitalization threshold of the particular classification of asset, and have an estimated useful life of greater than five years. Fixed assets are additional material items purchased or obtained that have a value less than the capitalization threshold for capital assets but are material to the inventory.

Capital Assets include: Land, Land Improvements (not depreciable), Land Improvements (depreciable), Infrastructure, Construction in Progress, Buildings and Building Improvements, Vehicles, Furniture, and Equipment & Machinery.

Fixed Assets include: Technology equipment (computers. printers), and Custodial equipment (scrubbers, buffers).

All assets, or at least a representative sampling, including those that are reported on a composite basis, must be evaluated annually to reflect either an increase or decrease in total value.

CAPITALIZATION THRESHOLD

For financial reporting purposes, capitalization thresholds are set at $20,000 per item, or for like-kind (aggregate) purchases, for all classes except Infrastructure assets, which are capitalized and depreciated if over $100,000 per item.

ESTIMATED USEFUL LIFE THRESHOLD

For financial reporting purposes, an asset must have an estimated useful life greater than five years to be considered for capitalization and depreciation.

ACQUISITION OF ASSETS

Assets may be acquired through donation, purchase, or may be constructed. The asset value for donations will be the fair market value at the time of the donation. The asset value, when purchased, will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The asset value of constructed assets will include all costs of construction.

EB – WORKPLACE SAFETY PROGRAM & JOINT LOSS MANAGEMENT COMMITTEE

A. Workplace Safety Program.

The Superintendent shall prepare and maintain a current workplace safety program as required under RSA 281-A:64, which program shall be filed with the Commissioner of the New Hampshire Department of Labor, and updated at least biennially. The workplace safety program shall meet the requirements established by the Department of Labor (see NH Code of Admin. Rules Lab 602.01-02), and, among other things, shall include a plan for responding to violent acts committed by students against employees, volunteers, and visitors.

B. Joint Loss Management Committee.

The Superintendent will cause the formation of the Joint Loss Management Committee (the "Committee") as required by RSA 281-A:64, III. The purpose of the Committee is to bring workers and management together in a non-adversarial, cooperative effort to promote safety and health in each workplace. The Committee's recommendations are advisory only, and are intended to assist the employer.

The composition, function and duties of the Committee shall be as provided under New Hampshire Department of Labor rules Lab 603.01, 603.02 and such other rules as the Department of Labor may, from time to time, adopt. The Committee shall also address protocols for employees to follow in relation to workplace violence, including training as required by RSA 281-A:64, III.

The Committee shall meet at least quarterly, with the first meeting each year to occur before the beginning of the student school year.

Legal References:

RSA 281-A:64, Worker's Compensation, Safety Provisions; Administrative Penalty
NH Code of Administrative Rules, Ed 306.04(a)(2), School Safety
NH Code of Administrative Rules, Ed 306.04(d), School Safety Procedures
NH Code of Administrative Rules, Lab 602.01-02, Safety Programs
NH Code of Administrative Rules, Lab 603.01.04, Joint Loss Management Committee

GBCE – TRAINING AND INFORMATION RELATIVE TO CHILD SEXUAL ABUSE. PREVENTION

The Superintendent shall require that every Staff member, which for purposes of this policy includes an employee, designated volunteer, other person whose position requires a criminal history records check under RSA 189:13-a, and "covered employee" as defined in Board policy GBCD, is provided with informational materials, training, or other education, either online or in person, concerning child sexual abuse prevention, sexual assault and harassment policy training, warning signs of child abuse, and reporting mandates. Such training shall be completed within 30 days of Staff commencing work at SAU 39 or any District therein and renewed every 2 years for all such Staff.

Legal References:

RSA 169-C:29-39, Reporting Law
RSA 189:13-a, School Employee and Designated Volunteer Criminal History Records Check
RSA 189:72, Child Abuse or Neglect Information
RSA 193-D:4, Safe School Zones, Written Report Required
NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report

GCR – STAFF CONFLICT OF INTEREST

See also GBEBE

Employees of the board will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the school staff. This includes but is not limited to:

1. Employees will not participate for financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to pupils or their parents without the express written permission of the board.

2. Employees who have patented or copyrighted any device, publication, or other item may receive royalties for use of such item in the district provided the purchasing decision is made by an administrator who shall not financially or in any other way benefit from the purchase.

3. Employees will not engage in any type of work where the source of information concerning customer, client, or employer originates from information obtained through the school system.

4. School employees will not solicit or sell for personal gain any educational materials or equipment in the attendance areas served by the school to which they are assigned. Nor will any employees make available lists of names of students or parents or employees of the district to anyone for sales purposes.

5. The district will not purchase supplies or materials from a staff member of the school district, nor from a member of the household of the staff member.

KFA - PUBLIC CONDUCT ON SCHOOL PROPERTY

For purposes of this policy, "school property" means any buildings, vehicles, property, land, digital network, electronic communications technology (email, messaging platform, social media, or similar), or facilities used for school purposes or school-sponsored events, whether public or private.

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

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

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

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

BDE – COMMITTEES AND DELEGATES

Standing and special committees and delegations shall be appointed by the Chairperson of the Board and approved by vote of a majority of the Board. Committees will meet as needed on issues pertaining to said committee and will make recommendations for action by the full Board.

BBBH - ORGANIZATION AND OPERATION OF SAU JOINT BOARD

A. SAU SCHOOL DISTRICTS: The school Districts of Amherst, Mont Vernon, and the Souhegan Cooperative shall constitute SAU 39.

B. SAU OR JOINT BOARD: The combined school Boards of the school Districts.

C. SAU JOINT BOARD QUORUM: A quorum of the SAU Board is defined in SAU 39 Policy BEDC, Quorum.

D. DISTRICT REPRESENTATIVE VOTING RIGHTS:

RSA 194-C:7 "Representation" provides: *"Every school district maintaining one or more public schools shall be entitled to 3 votes on the joint board of school administrative units, plus additional votes as provided in RSA 194-C:8. Districts not maintaining schools shall have one representative on said joint board who shall be entitled to one vote. Each school district board member present shall be entitled to have a proportionate share of the school district's votes provided that the total votes per district shall be equally divided among said district's board members present and cast as each member present decides on any issue."*

Table for Determining District Board Member Representative Voting

7 Member Board	
Members In Attendance	Each Member's Vote
7	0.429
6	0.500
5	0.600
4	0.750
3	1.000
2	1.500
1	3.000

5 Member Board	
Members In Attendance	Each Member's Vote
5	0.600
4	0.750
3	1.000
2	1.500
1	3.000

E. ADDITIONAL WEIGHTED VOTING RIGHTS WHEN CALLED:

RSA 194-C:8 "Weighted Voting" provides: *"In all votes regarding school administrative unit affairs, including the organization of such unit's school board and selection of officers, each district shall be entitled to one vote for each 16 pupils residing in that district and enrolled in schools under the administrative unit. A balance of 8 or more students shall entitle that district to an additional vote. A balance of fewer than 8 students shall have no net effect on a district's vote. Enrollments shall be based on the average daily membership in residence of each district for the school year which ended in the preceding June. Weighted*

votes shall only be used upon the demand of a majority of the members of any board present and voting in the school administrative unit. The school board members present at a school administrative unit school board meeting shall be entitled to cast the entire number of votes assigned to their school districts, provided that each representative present shall be entitled to a proportionate share of the total to be cast as provided in RSA 194-C:7."

Weighted voting may only be invoked by a majority of the board members of a constituent member who are in attendance at the SAU Joint Board meeting, and voting on the particular question under consideration.

Sample Table for Determining Weighted Voting

District	ADM as of Preceding 6/30	Regular Votes	Additional Votes (1 per 16 students)	Total Votes	Proportionate Vote of District Members In Attendance (Divide total votes by members present)	
					Board Members Attending	Prop. Share
Dist 1	*738*	*3*	*46*	*49*	*6*	*8.17*
Dist 2	*498*	*3*	*31*	*34*	*2*	*17*

No less than seven days prior to each SAU Joint Board meeting, the Superintendent is directed to include a summary of ADM for each of the member school districts calculated as of June 30 of the previous fiscal year.

F. POWERS AND DUTIES: The SAU Board is required to provide Superintendent services in accordance with RSA 194:4.

1. Elect, when necessary, a Superintendent.
2. Act upon the Superintendent's nominations for SAU professional staff.
3. Fix the salaries of all SAU personnel.
4. Adopt a budget for the expenses of the SAU.

G. VACANCY ON THE BOARD: Any vacancy on the SAU Board shall be filled in accordance with the statute governing the Board of the District with the vacancy.

H. ELECTION OF SAU PROFESSIONAL STAFF: Vacancies in the SAU professional staff shall be filled according to SAU 39 Policy GCEB, Administrative Staff Recruiting.

BBBH - ORGANIZATION AND OPERATION OF SAU JOINT BOARD

I. EMPLOYMENT OF OFFICE PERSONNEL: All other SAU personnel shall be recommended for employment by their immediate supervisor and approved by the Superintendent of Schools.

J. MEETINGS:

1. Annual: The SAU Board shall meet annually between April 1 and June 1 in each year, at a time and place fixed by the Chairperson. The Board shall organize by electing the following officers:

    a. Chairperson

    b. Vice Chair

    c. Treasurer (appointed, non-board member)

    d. Secretary

    The Board shall elect the professional staff members for the next fiscal year and fix the salaries of all SAU personnel.

2. Semi-Annual: The SAU Board shall hold a meeting between October 15 and December 15 in each year for the purpose of preparing a recommended budget for the next fiscal year for the expenses of the SAU.

3. Budget Hearing - Public: There shall be held within the SAU at a time and place specified by the SAU Board Chairman, a public hearing upon the recommended budget. The SAU Board shall adopt a budget, following the public hearing, for the next fiscal year.

4. Special Meetings: The SAU Board may hold special meetings at the call of the Chairperson or at the request of any one of the member school boards.

5. Notification of Meetings and Procedure:

    a. Except in emergencies, written notice of each meeting is expected from the Superintendent's office well in advance of the appointed time and legally posted in accordance with RSA 91-A:2.

    b. Meetings shall be held in locations suitable for public attendance, and to the extent practicable, centrally located.

    c. An agenda shall be prepared by the Superintendent for each Board member prior to the meeting. Items will not be included for action of the SAU Board at a meeting unless submitted to the Superintendent four (4) days prior to the day of the meeting.

    d. The SAU Board may go into non-public session by a majority vote of the members, in accordance with RSA 91-A:3.

BBBH - ORGANIZATION AND OPERATION OF SAU JOINT BOARD

e. A caucus of reasonable duration may be called by any one of the member school boards. The SAU Board will recess while individual boards are holding a caucus.

f. Minutes of all SAU Joint Board or Joint Board sub/advisory committee meetings shall be prepared and disclosed or sealed in accordance with RSA 91-A:2, II & III, and 91-A:3, III,

K. ANNUAL AUDIT: The SAU Board shall authorize an audit of the SAU accounts annually.

L. NON-DISCRIMINATION POLICY: The SAU Board does not discriminate on the basis of race, religion, color, sex, age, marital status, handicap, or national origin in the educational programs or activities which it operates and which are required by Titles VI and IX.

M. ADMINISTRATIVE AUTHORITY: The Superintendent of Schools is the chief executive officer of the Districts and the SAU, and, in the Superintendent's absence, a designee will act as deputy chief administrative officer with the same power and responsibilities as vested in the Superintendent.

BEDA - PUBLIC NOTIFICATION OF BOARD MEETINGS

See also Policy BEB- Emergency Board Meetings.

All School Board Meetings are open to the public. The Board will announce at least 24 hours in advance (excluding Sundays and legal Holidays) through two public postings the date, time, and place of all regular and special meetings and the major topics to be discussed.

Legal Reference:

RSA 91-A:2, II, Public Records and Meetings: Meetings Open to the Public

BCA – Board Member Code of Ethics

Each Board member should adhere to the following expectations to facilitate the Board in its duty of providing educational services within the District:

1. Attend all proper Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the state's Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and independent judgment; refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of opinions and ideas, and by displaying and demonstrating courtesy and decorum at all public meetings and in all public statements.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that final Board actions will be supported by all members of the Board; take no private action that will compromise the Board or administration; and refrain from private actions which undermine or compromise official Board action.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or in non-public session.
9. Recognize that individual Board members are without authority to act relative to District business, and may not individually speak for or commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable Board policies.
11. Work with other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies.
12. Communicate to the Superintendent and to the Board (only as consistent with the state's Right-to-Know law) expressions of public reaction to Board policies, policies, and actions; and, encourage the public to express such reactions directly to the Superintendent and the Board.
13. Present personal criticisms concerning the District to the Superintendent rather than to District staff or the public.
14. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
15. Avoid being placed in a position of conflict of interest and refrain from using Board position for personal or partisan gain.

BDF - ADVISORY COMMITTEES TO THE BOARD

The Board may rely on advisory committees to counsel it as a means of discerning the needs and desires of the School District and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that enhance the effectiveness of the decision-making process.

Any advisory committee shall have only those duties and powers as the Board determines. The ultimate authority to make decisions will continue to reside with the Board. No advisory committee's recommendations shall have any limiting effect on appropriations, unless all the procedures of RSA 32 have been followed.

Specific topics for study or activity shall be assigned in writing to each committee. Upon completing its assignment, each committee shall either be given new problems or be dissolved. Advisory committees shall not be allowed to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is being asked to serve, the service the Board wishes it to render, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes to dissolve the committee. The committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Board member(s) assigned to provide liaison, to the Superintendent, the committee assistant, and the remainder of the professional staff.

The Board shall have sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

The Board may seek the advice of the Superintendent before establishing or dissolving any advisory committee.

The Board shall make all appointments of citizen to advisory committees. The Superintendent shall make all appointments of staff members to citizens advisory committees after approval of the Board.

The School Board shall see that the public is made aware of the services rendered by such committees of citizens as it may appoint and shall see that the public is informed of the major conclusions and recommendations made by such committees. All public announcements concerning the organization, membership, operation, recommendations and dissolution of such committees shall be made at such time and in such manner as the Board may choose.

All committees must conform with the provisions of RSA 91-A.

Legal References:

RSA 32:24, Other Committees

Revised: May 2006
Reviewed: February 2004
Revised: July 1998

BEDB - AGENDA PREPARATION AND DISSEMINATION

See Also BEDA, BEDH

The Superintendent shall prepare all agendas for meetings of the Board. In doing so, the Superintendent shall consult with the Board Chairperson.

Items to be placed on the agenda should be received by the Superintendent at least fourteen days prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered with the consent of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least seven days prior to the Board meeting. Board Members shall be expected to read the information provided them and to contact the Board Chair to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Legal Reference:

RSA 91-A:5, IX

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BEDDA – BOARD MEETING - RULES OF PROCEDURE & ORDER

Purpose: The purpose of this policy is to help promote effective and efficient board meetings.

A. A. General Principles.

1. Meeting rules should facilitate, rather than inhibit, the Board's deliberation and decision-making process. The rules should be readily understandable and help keep meetings free from procedural quagmires.

2. All board members have equal rights, privileges and obligations in the deliberative and decision-making process. Meeting rules should help assure that each member is able to participate in the debate, and that no single member is able to dominate discussion to the exclusion of other members.

3. Every board member, and the public in attendance, has the right to hear what is going on at all times.

4. A meeting can deal effectively with only one specific matter at a time.

5. Members have a right to know beforehand what they will be discussing and/or voting upon.

6. A school board meeting is a meeting at which the Board conducts its business. While board meetings are open to the public (except as provided under RSA 91-A:2 and 3), board meetings are not public hearings where the public has the right to speak. Public comment at board meetings shall be governed by Board Policy *{**}BEDH.*

A. B. Meeting Rules.

1. The Board Chair shall preside over all meetings of the Board. In the Chair's absence the Vice Chair will preside, followed by the most senior member then present.

2. By majority vote, the Board can overrule any ruling of the presiding officer regarding the application of these rules. A board member can raise such a request by a "Point of Order", followed by a motion with respect to the specific decision.

3. The presiding officer may make adjustments to the agenda with the consent of the majority, whether by vote or otherwise.

4. All speakers should be courteous and should speak on the issue then under discussion, not to the individuals raising them.

5. Each board member has the right to participate in discussion and debate if he/she wishes, before any other member may speak a second time.

6. No one may speak unless he or she has been recognized by the presiding officer. A board member may interrupt only to state a "Point of Order", "Point of Information" or "Point of Inquiry". The presiding officer will then recognize the member for the limited purpose of stating the point of order, etc..

7. The presiding officer may decide, on his/her own initiative, or upon request by a board member, to recognize a non-board member, to address the Board with respect to the matter then under discussion.

8. Agenda items requiring action by the Board should be preceded by a specific motion, clearly articulated, followed by a second. Motions should address only one issue or idea. If a motion is complex, or has conditions, the motion should be written out and read back by the Board's minute taker.

9. If a motion does not receive a second, then the motion is treated as if it were not considered by the Board. Such a matter may be raised again at a later date in accordance with the Board's agenda policy and rules.

10. When a motion is on the floor, no new topics should be debated, and no new motions will be accepted, other than the following motions addressing the main motion or the meeting itself:

11. As provided under RSA 91-A:2, II for open sessions, and 91-A:3, III for non-public sessions, no vote may be taken by secret ballot.

12. The presiding officer should, in accordance with the duties of all board members, vote on every issue.

13. No item may be discussed or decided upon in non-public session except as provided under RSA 91-A:2 and 3.

Motion	**Debatable**	**Votes Required to Pass**
Amend Motion	Yes	51%
Limit Debate (e.g., time limits or # of times each member may address the motion)	Non-debatable	2/3 (67%)
Call the question/close debate	Non-debatable	2/3 (67%)
Refer to Committee/Admin Study	Yes	51%
Postpone to a Later Time (Diff. day)	Yes	51%
Postpone Indefinitely (Kill)	Yes	51%
For roll call* vote **All votes in non-public must be by roll call*	No	2 members
Recess	Non-debatable	51%
Adjourn	Non-debatable	51%

14. Abstentions are noted and counted, but do not affect the outcome of the vote.

15. Motions for reconsideration are not favored except when new circumstances exist or a perceived error has been made. Motions for reconsideration may only be raised at the same meeting as the original decision by a person who voted in favor of the original motion. Motions for reconsideration at a later meeting may only be considered when approved by a 3/5 super-majority, and only when the proposed motion is posted with the agenda for the subsequent meeting. Only one motion for reconsideration on an issue may be made at a meeting later than the meeting at which the original decision was made, irrespective of whether the first motion for reconsideration is successful. This provision shall only apply to the Board as constituted as of the date of the original decision.

16. The presiding officer may rule any member or other person out of order if such person disrupts the orderly conduct of a meeting, behaves in a disorderly manner, makes unlawful threats, willfully violates any of the above rules of order/procedure, or engages in any unprotected speech. If the board member or other person continues such behavior after being ordered by the presiding officer to cease, the presiding officer is authorized to request that a police officer, warn and then remove such person from the meeting and meeting location.

SAU #39 **9/27/2021**

Souhegan High School

September Facilities Update

Vendor Maintenance Completed

- Fertilizer application
- Troubleshoot and repair two roof leaks
- Gas pressure test 222, 223, and 226
- Installation of 4 screens for Annex windows A202 and A222
- Replacement of the Auditorium main curtain
- RTU 1, 2, 3 Healthy Building Sensors and controller upgrades
- Annex Healthy Building Sensors
- Annex 5 year internal and gauge replacement
- Replaced concession stand water heater
- Elevator service call for car door unit
- Elevator inspection
- Golf cart Preventative Maintenance
- Care and upkeep of grounds and athletic surfaces
- Waste management services weekly schedule
- Monthly pest services monitoring program

SHS Facilities Staff Projects Completed

- Repaired ethernet ports in Annex computer lab
- Troubleshoot and repair pole lights not working
- Replaced bulbs and ballast in Annex
- Installed wiring and supports for concession stand water heater
- Replace outdoor banners
- Troubleshoot and repair of outdoor wallpacks
- Welded broken goal for athletics
- Troubleshoot and repair of outdoor emergency call box
- Troubleshoot no power in room 225
- Troubleshoot irrigation system master valve
- Disposed of damaged furniture
- Relocated furniture throughout the buildings
- Replaced stained ceiling tiles in multiple areas throughout the buildings
- Installed new batteries in girls bathroom faucet
- Installed new soap dispenser in B-wing bathroom
- Reset door entry for A221
- Installed clock in 225
- Troubleshoot and repair of nurses door entry lock
- Cleaned roof drains
- Installed replacement pre-filter for PECA filter system
- Battery replacement for grounds golf cart
- Care and upkeep of grounds and athletic surfaces
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Crane rental for turf field bulb replacement
- Lift rental for outside light repairs (Annex building and pole light)
- LED Upgrade Gym, 1st/2nd floor core area
- Exterior and interior door repairs
- Locker replacement (Nov/Dec delivery)
- Boiler Room Sequencer Panel
- Replace 28 flexible gas connectors Room 223
- Irrigation system shutdown

Room 223 flexible gas tubing leak

Healthy Building Sensor

Installation of 4 screens for Annex windows A202 and A222

Replacement of the Auditorium main curtain

Replaced concession stand water heater

Annex 5 year internal and gauge replacement

SAU #39 **9/27/2021**

Mont Vernon Village School

September Facilities Update

Vendor Maintenance Completed

- Parking lot line striping
- HVAC controls upgrade (boiler room, C1 unit ventilator, 179/180 FCU, HV1, HV2, 1 baseboard zone)
- Repaired damaged sheetrock in boiler room
- Waste management services weekly schedule
- Monthly pest services monitoring program

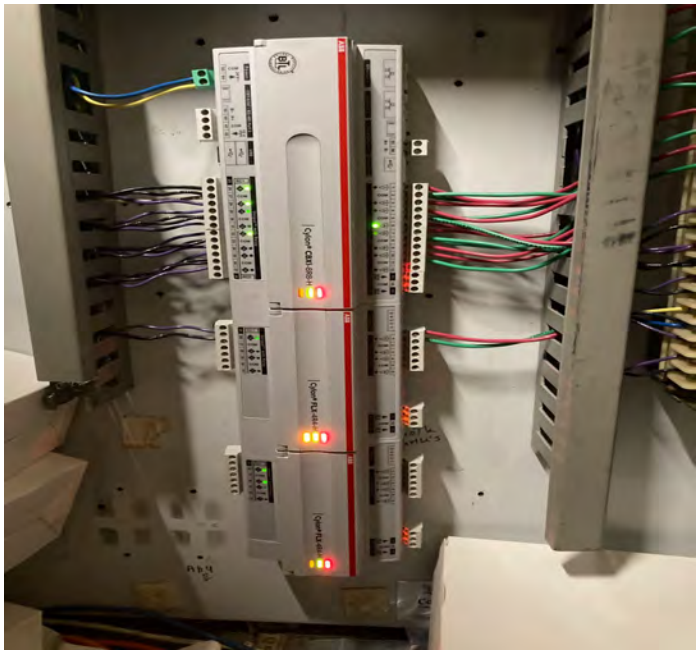
MVVS Facilities Staff Projects Completed

- Training on ordering custodial supplies
- Patched drywall in hallway
- Adjusted locking mechanisms for all exterior doors not closing properly
- Found and secured old/new walkie batteries plus chargers
- Updated inventory
- Repaired one broken toilet paper dispenser and two soap dispensers
- Repaired disinfecting station
- Sprayed for hornets around building exterior and playground area
- Repaired ADA button at main entrance
- Care and upkeep of grounds
- Coordination/installation of front door magnet and fire system
- Troubleshoot fault on fire panel
- Troubleshoot security panel AC power loss
- Troubleshoot and repair of parking lot lighting
- Walk-through with Principal and Fire Chief for outdoor classroom location
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly generator test
- Weekly fuel readings are being recorded (building fuel and generator)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

- Repair broken classroom window
- External and internal door repairs
- Exterior painting and minor wood repairs
- Video inspection of chimney prior to cleaning

New HVAC controller



ADA access button repair

Parking lot line striping

Troubleshoot fault on fire panel

SAU #39 **9/27/2021**

Amherst Middle School

September Facilities Update

Vendor Maintenance Completed

- Parking lot line striping
- Elevator inspection
- Site visit for bee's near outdoor lunch area
- Troubleshoot and repair roof leak
- Glycol testing for boiler system
- Repaired two sinkholes at catch basins
- Training on door access system
- Retaining wall repair near cafe
- Waste management services weekly schedule
- Monthly pest services monitoring program

AMS Facilities Staff Projects Completed

- Sanded and painted railing at the front entrance
- Replaced multiple ceiling tiles
- Painted 1st floor and 2nd floor boys bathrooms
- Set up 40 tables for outdoor lunches
- Replaced two shades
- Adjusted door closer in lobby
- Replaced TP dispenser in girls locker room and 2nd floor boys bathroom
- Replaced soap dispenser specials wing boys bathroom
- Filled 30 yd rolloff dumpster
- Removed graffiti 2nd floor boys room stall door
- Tightened FCS tables and reattached stool seat to frame
- Replaced fluorescent lamps in 2nd floor hall and classrooms
- Care and upkeep of grounds
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (generator and propane)
- Monthly Fire extinguisher inspection

Upcoming Work

- Irrigation shutdown (scheduled for 10/11 - 10/15)
- 5 RTU and 53 unit vent CO2 sensors
- 5 healthy building sensors
- Duct cleaning (53 unit vents, scheduled for 2/28 - 3/4)
- Movable wall replacement

Repaired sinkhole at catch basin

Repaired sinkhole at catch basin

Retaining wall repair near cafe

Sanded and painted railing at the front entrance

SAU #39 **9/27/2021**

Wilkins Elementary School

September Facilities Update

Vendor Maintenance Completed

- Parking lot line striping
- Chimney cleaning (1 of 2 chimney's)
- Emergency call- Replaced sprinkler packing gland on main valve
- Training for door entry system
- Replaced 4 couplings in boiler room
- Tent rental and installation
- Waste management services weekly schedule
- Monthly pest services monitoring program

Wilkins Facilities Staff Projects Completed

- Reconfiguration of switching for room behind the stage
- Replaced fuse for stage lift system
- Installed cubicle and mounted shelf in STARS room
- Replaced missing bolt for playground equipment
- Installed replacement pre-filter for PECA filter system
- Installed outlets in area behind stage
- Installed speaker and electrical devices in office
- Installed whiteboard in principals office
- Assisted teachers with moving furniture in classrooms
- Removed surface mounted electrical and wiring devices for de-escalation room
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

- Installation of bus drop off/parent drop off sign for entry
- Dimmer installation in small office
- Replacement dividers for STARS room

Parking lot line striping

Replaced sprinkler packing gland

Tent rental and installation

Replaced 4 couplings in boiler room

SAU #39 **9/27/2021**

Clark Elementary School

September Facilities Update

Vendor Maintenance Completed

- Elevator lift inspection
- Roof (EPDM) repairs and roof drain repairs (UFB)
- Parking lot line striping
- Waste management services weekly schedule
- Monthly pest services monitoring program

Clark Facilities Staff Projects Completed

- Trimmed trees in parking lot
- Deep cleaning of boiler room
- Room 11 countertop repair
- Care and upkeep of grounds
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly aboveground storage tank inspection

Upcoming Work

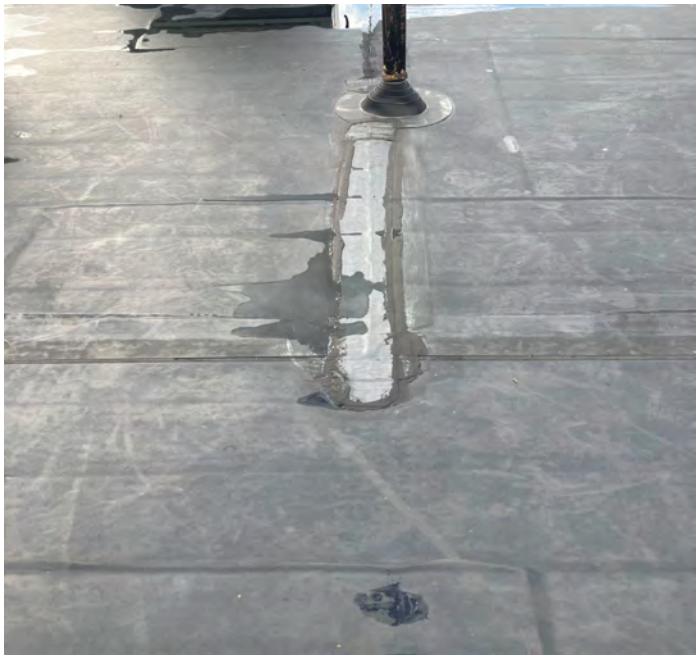
- Duct cleaning (admin, nurse, classroom, art room, 2 unit vents are scheduled for 11/24)
- Video inspection of chimney prior to cleaning

Lift inspection

Parking lot line striping

Roof repair

Roof repair



SAU #39 **9/27/2021**

Brick School

September Facilities Update

Vendor Maintenance Completed

- Parking lot line striping
- HVAC condensate pump leak
- Weekly custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Facilities Staff Projects Completed

- Preventative maintenance of HVAC indoor and outdoor units
- Purchased two condensate pumps
- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Removal of bats and squirrels from the attic (scheduled for 10/8 - 10/15)
- Irrigation shutdown (scheduled for 10/11 - 10/15)

Outdoor HVAC Unit PM	**Indoor HVAC Unit PM**

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent of Elementary Education

STEVEN CHAMBERLIN
Assistant Superintendent of Secondary Education

MARGARET A. BEAUCHAMP
Director of Student Services

AMY FACEY
Business Administrator

Date: October 5, 2021

To: Mr. Stephen O'Keefe, SAU #39 Board Chairperson

From: Adam Steel, Superintendent of Schools

Re: Superintendent Report – October 2021

Dear Mr. O'Keefe,

I am providing my monthly update for the SAU 39 Board on several topics concerning the Amherst, Mont Vernon, and Souhegan Cooperative School Districts.

COVID-19 Status Update (October 5, 2021):

PUBLIC SAU #39 COVID-19 Dashboard : ActiveCases

10/5/2021	MVVS	C-W	AMS	Souhegan
# of school cases	0	3	3	5
% of Student School Cases	0.0%	0.4%	0.5%	0.7%
Vaccination Availability by Age	Not Available	Not Available	Partially Available	Available
Active Cases per 100k Pop. by Town	38	231		195
Test Positvity Rate by PHR	5.4%			
Vaccination Rate by Town	52.3%	58.2%		57.1%
School Status Level	Yellow	Yellow	Yellow	Green

Budget Prep:

Amy Facey is doing an outstanding job preparing our proposed budgets. As those are rolled out, we will engage in significant discussions, as always.

Through this process, Amy is already preparing an amended schedule for the FY24 budget preparation process.

Our budget requires no significant investments in our strategic vision. Every decision we make is based on advancing our goals of a plan for every student, a challenge for every student each day, a more affordable next step for students, and an anchoring adult for each student.

An area of focus for the next year will be on improving instructional time for students and supporting instructional improvements of our entire operation. Again, this focus will not require budgetary investment, but will require budgetary adjustments that we believe will be budget neutral. These changes will result in a reallocation of our staffing resources.

One operational issue that is tangentially related to our strategic vision is around performing arts and specifically music. While I do not suspect this action will result in a net increase in our budgets, I will be recommending the creation of a K-12 performing arts director/administrator position that will be a reallocation of a position from Souhegan High School. This position will still teach at Souhegan but will help us develop a much stronger music and performing arts program throughout our SAU. Stay tuned.

Bus Transportation:

We continue to closely monitor bus issues. We are adjusting routes as needed and are monitoring buses on a daily basis. I held a parent forum on 10/4 that was attended by over 50 parents. Here is a snapshot of the data we track on a daily basis:

9/29/2021		AM											
		MVVS			Clark			Wilkins			Souhegan		
Asset	Bus	Arrive	Time in Zone	Depart	Arrive	Time in Zone	Depart	Arrive	Time in Zone	Depart	Arrive	Time in Zone	Depart
7203'	A4												
231'	A5				7:44 AM	0:01:10	7:46 AM	7:33 AM	0:06:12	7:39 AM	8:19 AM	0:08:11	8:27 AM
228'	A6				7:28 AM	0:00:47	7:28 AM	7:31 AM	0:04:01	7:35 AM	8:19 AM	0:08:09	8:27 AM
212'	A7				7:42 AM	0:01:40	7:44 AM	7:32 AM	0:04:56	7:37 AM	8:14 AM	0:08:42	8:23 AM
224'													
233'	A8				7:26 AM	0:00:14	7:26 AM	7:29 AM	0:03:24	7:33 AM	8:20 AM	0:06:58	8:27 AM
235'													
223'	A9				7:14 AM	0:08:13	7:22 AM	7:24 AM	0:08:18	7:32 AM	8:25 AM	0:05:07	8:30 AM
222'	A10												
227'	A11				7:28 AM	0:01:40	7:30 AM	7:32 AM	0:03:47	7:35 AM	8:33 AM	0:04:15	8:37 AM
221'	A12				7:29 AM	0:00:37	7:30 AM	7:32 AM	0:09:42	7:41 AM	8:19 AM	0:07:40	8:27 AM
225'	A13				7:26 AM	0:01:13	7:27 AM	7:29 AM	0:05:42	7:35 AM	8:24 AM	0:05:42	8:30 AM
7204'	A14				7:45 AM	0:02:28	7:48 AM	7:35 AM	0:04:13	7:39 AM	8:18 AM	0:04:59	8:23 AM
7205'	A15				7:42 AM	0:01:51	7:44 AM	7:31 AM	0:04:09	7:35 AM	8:19 AM	0:04:22	8:23 AM
7206'	A16				7:23 AM	0:01:08	7:24 AM	7:26 AM	0:07:04	7:33 AM			
7207'	A17				7:42 AM	0:01:45	7:44 AM	7:32 AM	0:05:05	7:37 AM	8:17 AM	0:05:40	8:23 AM
226'	MV3	7:21 AM	0:00:32	7:22 AM							8:23 AM	0:06:35	8:30 AM
229'													
230'	MV1	7:25 AM	0:03:41	7:28 AM							8:19 AM	0:07:25	8:27 AM
232'	MV2	7:26 AM	0:02:09	7:28 AM							8:31 AM	0:04:06	8:35 AM
249'					7:46 AM	0:03:36	7:49 AM	7:38 AM	0:02:28	7:40 AM	8:28 AM	0:06:02	8:34 AM

1 School Street P.O. Box 849 Amherst, NH 03031-0849 Phone: 603-673-2690 Fax: 603-672-1786

Souhegan High School

TO: Adam Steel, Superintendent SAU 39
FROM: Michael P. Berry Jr.
DATE: 10/06/2021
SUBJECT: K-12 Visual and Performing Arts Director

Executive Summary:

During the 2022-2023 Souhegan High School would like to develop and hire for the position of K-12 Director of Visual and Performing Arts is done for the purpose/s of developing, implementing, directing, monitoring, evaluating, and promoting the District's Performing Arts programs, representing the programs within the community, and providing administrative and technical support.

Needs Identified:

- SAU 39 desires consistent Visual and Performing Arts program that improving the quality of student outcomes and encouraging student development.
- SAU 39 desires a consistent Visual and Performing Arts program that (e.g., evaluating programs and attendance, reviewing staff, overseeing equipment procurement, staffing, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, department, and district objectives.
- Need to develop long and short-range plans/programs (e.g., identifying school-specific support needs; outlining visual and performing arts programs; integrating adopted curriculum; staffing, etc.) for the purpose of ensuring that district objectives are realized.
- Need to consistently monitor fund balances of assigned programs and related financial activity for the purpose of ensuring that expenses are within budget limits and/or fiscal practices are followed.
- Need to consistently collaborate with a variety of internal and external sources (e.g., principals, theater staff, area performing arts groups, vendors, colleagues, Assistant Superintendent, Curriculum Director, etc.) for the purpose of developing curriculum/course modifications, implementing and maintaining services and/or programs and serving as a liaison and information/process resource.
- Need to research a wide variety of topics (e.g., new visual arts and performing arts programs, grant availability, professional development, etc.) for the purpose of developing new programs that meet staff training needs.
- Need to consistently to respond to inquiries of students, parents, other school personnel, community representatives, etc. for the purpose of providing information, assistance and/or direction regarding the program and student activities.
- Need to consistently performs departmental administrative functions (e.g., hiring, counseling, training, supervising, evaluating, monitoring budget, developing procedures, etc.) for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring that necessary outcomes are achieved.

Options Investigated:

District administrators explored various staffing options to meet the needs and desires of SAU 39. The primary goal was to provide a consistent Performing Arts Educational experience for the students of Amherst and Mt. Vernon.

Desired Outcomes:

- Improve the quality of student experience and performances

PO Box 1152
412 Boston Post Road
Amherst NH, 03031

Coalition of Essential Schools

Phone: (603) 673-9940
Fax: (603) 673-0318
http://sau39.org/shs

- 10% of the student population at SHS involved in performing arts courses
- Increase options at the K-8 level
    - Strings program at MVVS and C/W
- Improve Instruction
- Alignment of performing arts programs
- Improve Academic performance at SHS

Recommended Solution:

- K-12 Performing Arts Director
- Re-Allocated from SHS budget and staffing
    - Will teach at Souhegan
    - Minimal budget impact
- MVSD and ASD charged back to Souhegan
- Eligible for Principal Certification
- Evaluate all performing arts educators

Suggested Board Action:

After months of work, I would like to recommend that the Souhegan Cooperative School Board and SAU 39 School board adopt and authorize the Superintendent to take any necessary steps to carry this out and further to require the administration to provide an update a year from today that evaluates the implementation.

Respectfully,

Michael Berry
Principal

PO Box 1152
412 Boston Post Road
Amherst NH, 03031

Coalition of Essential Schools

Phone: (603) 673-9940
Fax: (603) 673-0318
http://sau39.org/shs

Policies for First Read
SAU - October 13, 2021

BBAB/BDB – ROLES AND DUTIES OF BOARD CHAIRPERSON AND BOARD OFFICERS

Board officers will include a chairperson, vice-chairperson and secretary. Officers will be elected at the board's re-organizational meeting following the school district annual meeting. Board officers will serve a one-year term, concluding at the re-organizational meeting the following year, at which time a new election of officers will occur. Officers will remain in their respective offices until new successors are elected.

If the chairperson resigns from the school board or resigns from the office of chair, the vice-chairperson will become chair of the board. If the chairperson loses his/her election or does not run for re-election, the vice-chair shall serve as chair during the organizational meeting. If the vice-chairperson or secretary resigns from the school board or from the respective office, the board will hold new elections for those offices.

The Superintendent is an ex-officio, non-voting member of the Board.

Chairperson:

In carrying out these responsibilities, the Chairperson shall:

1. Sign the contracts, instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent in the planning of the Board meeting agendas;
3. Confer with the Superintendent on crucial matters that may occur between Board meetings;
4. Appoint members to serve on specific committees, subject to full Board approval;
5. Call emergency meetings of the Board as necessary;
6. Be the public spokesperson for the Board at all times except as this responsibility is specifically delegated to others; and
7. Preside at and be responsible for the orderly conduct of all Board meetings. As presiding officer at all meetings of the Board, the Chairperson shall:
    a. Call the meeting to order at the appointed time;
    b. Announce the business to come before the Board in its proper order;
    c. Enforce the Board's policies relating to the order of business and the conduct of meetings;
    d. Put motions to a vote and announce the vote result.
8. Have the right, as other Board members have, to offer motions, discuss questions, and vote.
9. Have such other powers and duties as the Board may from time to time determine.

BBAB/BDB – ROLES AND DUTIES OF BOARD CHAIRPERSON AND BOARD OFFICERS

Vice-chairperson:

The Vice-Chairperson will have the powers and duties of the Chairperson in the Chairperson's absence or for the duration of their inability to perform their duties, and such other powers and duties as the Board may from time to time determine. The Vice-Chairperson may attend meetings where board meeting agendas are planned.

Secretary:

The Secretary, or designee, shall keep minutes of proceedings in non-public session at least to the extent of recording any decisions made therein, and such other powers and duties as the Board may from time to time determine.

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

The adoption of policies is a primary function of a Board and the execution of policies is a primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and rules of the State Board of Education.

The Board will:

1. Give the Superintendent full administrative authority for properly discharging his professional duties, holding him responsible for acceptable results.

2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.

3. Hold all meetings of the Board in the presence of the Superintendent except when his/her contract and salary are under consideration.

4. Refer all complaints to the Superintendent and discuss such complaints only at a regular meeting as required.

BOARD	SUPERINTENDENT
1. To select a competent, educational leader as Superintendent.	To administer effectively and provide the professional leadership necessary.
2. To serve as a policy-making body.	To recommend sound policy and implement adopted policies by formulating and enforcing rules and regulations.
3. To grant authority to the Superintendent to administer the schools.	To make Board policy effective through efficient administration.

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

4. To exercise sound judgement in business affairs of the school district.	To keep the Board informed on financial matters, do sound long-range planning, and keep expenditures within the approved budget.

5. To deal always in an ethical, honest, straight-forward, open-and- above-board manner with the Superintendent, staff, students, and community.	To deal always in an ethical, honest, straight-forward, open-and-above board manner with the Board, staff, students, and community.
6. To provide within budget limitations, necessary personnel.	To present personnel needs to the Board.
7. To approve an organizational pattern for the administration.	To make assignments for each position with the Board's authorization.
8. To take legal action required by law.	To recommend to the Board all action required by law.
9. To examine and approve an annual budget.	To recommend an annual budget with necessary supporting data.
10. To function as a Board, rather than as individuals.	To deal with the Board as a whole, rather than with individuals members.
11. To carry on communications with staff members through the Superintendent.	To see that the staff can have necessary communication through the Superintendent with the Board.
12. To hold the Superintendent accountable for results.	To accept responsibilities for results.
13. To remember that schools exist for the benefit of students and the community.	To remember that schools exist for the benefit of the students and the community.
14. To fulfill other duties required by regulations of the State Board of Education and State Law.	To fulfill such other duties required by regulations of the State Board of Education and State Law.

BDF – ADVISORY COMMITTEES TO THE BOARD

The Board may rely on advisory committees to counsel it as a means of discerning the needs and desires of the School District and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that enhance the effectiveness of the decision-making process.

Any advisory committee shall have only those duties and powers as the Board determines. The ultimate authority to make decisions will continue to reside with the Board. No advisory committee's recommendations shall have any limiting effect on appropriations, unless all the procedures of RSA 32 have been followed.

Specific topics for study or activity shall be assigned in writing to each committee. Upon completing its assignment, each committee shall either be given new problems or be dissolved. Advisory committees shall not be allowed to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is being asked to serve, the service the Board wishes it to render, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes to dissolve the committee. The committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Board member(s) assigned to provide liaison, to the Superintendent, the committee assistant, and the remainder of the professional staff.

The Board shall have sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

The Board may seek the advice of the Superintendent before establishing or dissolving any advisory committee.

The Board shall make all appointments of citizen to advisory committees. The Superintendent shall make all appointments of staff members to citizens advisory committees after approval of the Board.

The School Board shall see that the public is made aware of the services rendered by such committees of citizens as it may appoint and shall see that the public is informed of the major conclusions and recommendations made by such committees. All public announcements concerning the organization, membership, operation, recommendations and dissolution of such committees shall be made at such time and in such manner as the Board may choose.

All committees must conform with the provisions of RSA 91-A.

Legal References:

RSA 32:24, Other Committees
Revised: May 2006
Reviewed: February 2004
Revised: July 1998

BGD – BOARD REVIEW OF ADMINISTRATIVE REGULATIONS

The Board reserves the right to review, revise or rescind administrative regulations should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

BGF – SUSPENSION OF POLICIES

The policies of the Board are subject to suspension only upon a majority vote of the entire Board membership at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

Those Board policies which pertain to the internal operations of the Board are subject to suspension only upon a two-thirds vote of all members of the Board at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

EHAC – ELECTRONIC/DIGITAL RECORDS & SIGNATURES

A. Statement of Policy.

Electronic or digital signatures can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, and signed. The School Board adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents, guardians, or other persons having control over a child enrolled in the District.

B. Definitions.

"Attribution" or **"Attributable to"** – An electronic record or electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic record or electronic signature was attributable. The effect of an electronic record or electronic signature attributed to a person under paragraph I is determined from the context and surrounding circumstances at the time of its creation, execution, or adoption, including the parties' agreement, if any, and otherwise as provided by law.

"Digital" – As used in the title or otherwise in this policy is intended to have the same meaning as or as a sub-category of "Electronic".

"Electronic record"– Means a record created, generated, sent, communicated, received, or stored by electronic means.

"Electronic signature"– Means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Record"– Means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

C. Applicability.

This policy applies to parents, guardians, and other persons having control or charge of a child enrolled or formerly enrolled in the District, eligible students as used in the Family Educational Rights and Privacy Act; and also to individuals affiliated with the District, whether employees or not, paid or unpaid, including but not limited to teachers, administrators, staff, students, affiliates, and volunteers.

D. Acceptance, Use and Issuance of Electronic Records and Signatures.

1. The District may receive and accept as original, electronic records and signatures so long as the communication, on its face, appears to be authentic and is not otherwise precluded by law.

2. The District, through the Superintendent, shall maintain an electronic recordkeeping system that can receive, store, and reproduce electronic records and signatures relating to communications and

transactions in their original form. Such system should include security procedures whereby the District can:

a) assure signature intent,

b) verify the attribution of a signature to a specific individual,

c) allow for reliable access and use to those who would have access to the record if in hard copy form for the period required under the District's Data/Records Retention Policy (EHB) and Schedule (EHB-R),

d) detect changes or errors in the information contained in a record submitted electronically,

e) protect and prevent access, alteration, manipulation or use by an unauthorized person, and

f) provide for nonrepudiation through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

3. To the extent practicable, the Superintendent will implement and maintain a system to require a secure hard copy log of the actual signature of any individual authorized to provide an electronic signature on behalf of the District, or on behalf of the School Board specifically.

4. The Superintendent shall ensure that all electronic records and signatures are capable of being accurately reproduced for later reference, and are retained until such time as all legally mandated retention requirements are satisfied.

5. Any electronic records or electronic signatures technology shall comply with the District's Data Governance and Security Plan.

E. <u>Electronic Records</u>.

Electronic records created or received by the District shall be appropriately attributed to the individual(s) responsible for their creation and/or authorization or approval. The District shall utilize available technology to implement reliable methods for generating and managing electronic records. Any electronic record filed with or issued by the District may be given full force and effect of a paper communication if the following conditions are satisfied:

1. The communication is an electronic filing or recording and the District, through the School Board Chair, or the Superintendent or his/her delegate, agrees to accept or send such communication electronically; and

2. If a signature is required on the record or communication by any statute, rule or other applicable law or School Board policy, the electronic signature must conform to the requirements set forth in this policy governing the use of electronic signature, and any other standards required by applicable law or regulation.

F. <u>Electronic Signatures</u>.

An electronic signature may be used whenever a signature is required, unless there is a specific statute, regulation, or policy that requires records to be signed in non- electronic form. The issuance and/or acceptance of an electronic signature by the District may be permitted in accordance with the provisions of this policy and all applicable state and federal law. If permitted, such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The electronic signature is unique to the signer;
3. The District and the other party have agreed to the use of electronic signatures (need not be a formal agreement);
4. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
5. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed;
6. The electronic signature conforms to all other provisions of this policy and applicable law;

G. Procedures and Practices.

The Superintendent may adopt procedures and/or practices to implement this policy, including for such things as format requirements, regulations with respect to use of email signatures, saving and retention of electronic records, or records transmitted via email.

Legal References:

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

RSA Chapter 294-E, Uniform Electronic Transactions Act

"Electronic Signatures Analysis and Implementation Guide", N.H. Dept. of Information, N.H. Dept. of Administrative Services Technology, N.H. Secretary of State, October 12, 2012

GBCD – BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

A. Background Investigation. The Superintendent, or their designee, will conduct a thorough investigation into the past employment history, criminal history records, and other appropriate background of any applicant as defined in this policy. This investigation shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or "designated volunteer" (as defined in policy IJOC) to work or serve within the District. *All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy, AC.*

As part of the application process, each applicant shall be asked whether they have ever been convicted of any crime and whether there are any criminal charges pending against them at the time of application. The applicant will also be directed to report any criminal charges brought against them after the application is submitted and until either hired or notified that they will not be hired.

Record of background investigations (not all source documentation) shall be retained pursuant to the District's Record Retention Schedule EHB-R.

B. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

C. "Covered Person" and "Applicant" Defined. Except as otherwise provided in this Policy, the term **"Covered Person"** shall mean employee, coaches, trainers, designated volunteer, whether direct or through a volunteer organization, including but not limited to cafeteria workers, school bus drivers, custodial personnel, or any other service where the contractor or employees of the contractor provide services directly to students of the district.

The term **"applicant"** as used in this policy shall include an applicant for employment or any person seeking to serve in any position falling with the term "covered person" as defined above.

D. Criminal History Records Check. As part of the District's background check, each covered person/applicant must submit to a criminal history records check through the State of New Hampshire in full compliance with RSA 189:13-a. No covered person shall be employed, extended a conditional offer of employment (as described below), or begin service in the District, until the Superintendent, or his/her designee, has initiated the formal State and FBI criminal history records check process and a background investigation.

The applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken according to that statute. The release form generally authorizes the State Police to conduct a criminal history records check through its state and records of the Federal Bureau of Investigation, and to release a report of any misdemeanors and/or felony convictions, as well as any charges pending disposition for any crimes listed in the then current paragraph V of RSA 189:13-a (**"*Section V Offenses*"**). Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the criminal history records check will result in immediate disqualification of the applicant and no further consideration for the position.

E. **Exceptions for, Substitute Teachers, Bus Drivers & Bus Monitors.** The following exceptions apply only to the State Police/FBI criminal history records check provisions of this policy. The Superintendent shall, nonetheless, require a full background investigation for the excepted employees, and for applicants for school bus driver or monitor employed directly by the District, the background check shall include a full background check, including a state criminal record release from an applicant for a bus driver or monitor for district positions.

1. **Substitute Teachers and Other Non-"Applicant" Educational Staff.** Pursuant to RSA 189:13-a, IX(a), substitute teachers and other staff who do not meet the definition of "applicant" above, may initiate a criminal history records check with the Superintendent as described above. The State Police, however, shall issue its report directly to the potential substitute teacher/staff person. The report shall be valid for 30 days from the date of issuance and constitutes satisfactory proof of compliance with RSA 189:13-a.

2. **Bus Drivers and Bus Monitors** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education.

F. **Results of Criminal History Records Check.** The results of the criminal history records check shall be delivered to the Superintendent who shall be responsible for maintaining their confidentiality. If the results of the records check disclose no criminal record, the results and information shall be destroyed immediately following review by the Superintendent. If the results indicate criminal conviction or indicate any charge pending disposition of a Section V Offense, then the Superintendent shall review the information for a hiring decision, but shall destroy the records within 60 days of receiving the information.

Non-Section V Offenses. In addition to disqualification based upon conviction or pending charges for a Section V Offense, the Superintendent may deny a final offer of employment or serve/work in the schools for convictions or charges of other misdemeanors or felonies, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity and the best interests of the students and the District. Such determination will be made by the Superintendent in accordance with the established protocol and on a case-by-case basis. For non-Section V Offenses, which the applicant discloses, or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

If the Superintendent chooses to nominate an applicant who has a history of conviction or pending charges of a crime (non-Section V Offense), then the final hiring decision must be approved by the School Board, who shall be informed generally of that history in non-public session.

G. **Conditional Offer of Employment.** Persons who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the background check, the State Police and FBI criminal history records check, and a determination that there are no disqualifying pending charges or convictions.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District as a contractor or employee of a contractor is entirely conditioned upon the results of a criminal history records check and background check being satisfactory to the District.

H. Final Offer of Employment. No applicant shall be extended a final offer of employment or be allowed to serve in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of criminal history records check and background check,

I. Fees for Criminal History Records Check. Any applicant for whom the Board requires a criminal history records check, or, in the instance of third party contractors, the applicant's employer, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

J. Administrative Protocols/Procedures. The Superintendent is authorized to establish written protocols for background investigations, which protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional disqualifying misdemeanor or felony convictions or charges in addition to the Section V Offenses.

K. Contractor and Vendor Provisions. The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete criminal history records checks as required under this policy, as well as training and information required under policy GBCE.

L. Additional Criminal Records Checks. The Superintendent may require a state criminal history records check of any covered person at any time to the extent permitted by law.

M. Reports of Post-Employment/Service Section V Offenses. When the District receives a notification of a covered person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall make report to the Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB.

Legal References:

RSA 189:13-a, School Employee and Designated School Volunteer Criminal History Records Check

RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check

Code of Conduct for New Hampshire Educators

GBEA - STAFF ETHICS

All employees of *SAU 39 and its constituent Districts* are expected to maintain high standards in their conduct both on and off duty. ~~District~~ Employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. ~~District~~ Employees will adhere to the standards enunciated in this Policy in the decision-making process involving their interactions with students, the school community, colleagues, parents and the public.

A. Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators.

The Board incorporates by reference and adopts as independent ethical standards relative to employment ~~in the District~~, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators (the "NH Code of Ethics"), as the same may be amended by the State from time to time.

B. Additional Ethical Standards.

In addition to the ethical standards set forth in the New Hampshire Code of Ethics, and without limiting the application thereof to ~~District~~ employment, employees will:

- Make the wellbeing of students the fundamental value of all decision-making and actions.
- Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
- Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
- Fulfill their job responsibilities with honesty and integrity.
- Direct any criticism of other staff members toward improving the *School,* District, *or SAU*. Such constructive criticism is to be made directly to the building *or SAU* administrator.
- Obey all local, state, and national laws.
- Obey and implement the ~~School~~ Board's policies, administrative rules and regulations.
- Avoid using position for personal gain through political, social, religious, economic, or other influence.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.

- Honor all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.

C. Dissemination.

The content of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

GBEB - STAFF CONDUCT

A. General Provisions.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, all policies and decisions of the Board, and the administrative regulations and directives designed to implement them.

All employees shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect *School* property, *provide* oversight of students and contribute to the education and development of students.

Employees are advised that failure to abide by this and other ~~school~~ Board policies can lead to disciplinary action, up to and including dismissal, and can result in non-renewal. Any action taken regarding an employee's employment will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

B. Adoption and Incorporation of Standards of Code of Conduct for New Hampshire Educators.

The Board incorporates by reference, and adopts as independent standards of conduct relative to employment in the District, the provisions of the New Hampshire Code of Conduct for New Hampshire Educators (Ed 510.01-510.05) (the "NH Code of Conduct"), as the same may be amended by the State from time to time. The District reserves the right to take employment action against any professional employee based upon the District's interpretation of the provisions of the NH Code of Conduct and the District's independent assessment of whether an employee has violated said provisions. The District's interpretation, assessment and/or action thereon, are independent of any interpretation by the New Hampshire Department of Education ("DOE") with respect to those standards, and irrespective of any investigation by or action taken by the DOE relative to a District employee's conduct.

C. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

GBEBE – EMPLOYMENT OF RELATIVES OR PERSONS WITH ROMANTIC PERSONAL RELATIONSHIPS

The School Board desires to maximize staff and community confidence in district hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

The Board prohibits the appointment or continuing assignment of any person to a position for which his/her relative or a person with whom he/she has an intimate or romantic relationship maintains management, supervisory, evaluation, or promotion responsibilities. The Board further prohibits an employee from participating in any decision that singularly applies to any of his/her relatives or to any person with whom he/she has an intimate or romantic relationship.

In the event that an employee marries or enters into an intimate or romantic relationship with a person in a position for which he/she maintains management, supervisory, evaluation, or promotion responsibilities, the Superintendent or designee shall first attempt to reach a collaborative resolution with the parties involved. If a collaborative resolution cannot be reasonably reached, the Superintendent shall have discretion to reassign one or both of the employees to eliminate any potential conflict of interest.

In the event that one of the employees is the Superintendent, the specific remedies with respect to the Superintendent shall be determined by the School Board after consultation with the Board's attorney. For purposes of this policy, "relatives" includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, cousins, and the similar family of the individual's spouse or domestic partner.

For the purposes of this policy, an "intimate or romantic relationship" includes dating, sexual contact of any type, or any other similar private activity that might compromise an employee's ability to evaluate his/her partner effectively or impartially.

In addition, the Superintendent or designee may, on a case-by-case basis, refrain from appointing a person to a position in the same department or facility as an employee with who he/she maintains a personal relationship when that relationship has the potential to create: (1) an adverse impact on supervision, safety, security, or morale of other district employees; or (2) a conflict of interest for the individuals involved which is greater because of the their relationship than it would be for another person.

An employee shall notify his/her supervisor within 30 days of any change in his/her circumstances that may constitute a violation of this policy.

SOUHEGAN and SAU39 POLICY
GBK - STAFF CONCERNS, COMPLAINTS, GRIEVANCES

A. PRINCIPLES

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. The Board encourages the resolution of employee concerns prior to entering the concern communication procedure, which is defined below.

A "concern" or "complaint" is defined as an alleged material violation Board policies or administrative procedures that apply to all employees.

Complaint processing should be viewed as a positive and constructive effort which seeks to establish the facts upon which the complaint is based and come to a fair conclusion. Employees will not be discriminated against nor will reprisal be attempted against an employee because the employee filed a complaint. Complaints, grievance correspondence, and decisions shall be kept in a separate grievance file in the superintendent's office. [from existing SCSD policy]

An employee has the right to have a representative of choice present when processing a complaint or grievance at any level. [from existing SCSD policy]

A "grievance" is defined as is a formal employee complaint that is an accusation of a violation of workplace contract terms or policy. The process designated for the resolution of "grievances" is established in the absence of a collective bargaining agreement. [Added to clarify non-CBA process]

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to non-renewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or the Board, as appropriate, subject only to the conditions and limitations prescribed by law.

In order to promote efficiency in administration and to avoid misunderstandings and misinterpretations, all personnel must observe a chain of command when bringing staff concerns or complaints to the administration's attention.

In order to promote such efficiency, the following guidelines should be followed:

1. All employees shall be responsible to the Board through the Superintendent. No dispute or other personnel issue shall be brought to the Board without first having gone to the Superintendent for determination. No personnel issues will be brought to the Board unless the affected employee has a right to a hearing before the Board, as established by law, *policy,* or collective bargaining agreement.

2. No dispute or other personnel issue shall be brought to the Superintendent without first having been presented to the building Principal (or in the case of SAU employees, the supervising administrator) for determination.

3. Building personnel working under the immediate direction and/or supervision of

someone other than the Principal or SAU administrator will inform their immediate superior of any dispute or personnel issue s/he intends to bring to the Principal or administrator.

It is the Board's policy not to involve itself in personnel complaints or disputes until the matter has properly followed these guidelines.

Unless the affected employee has a right to hearing before the Board, administrative decisions shall be final. An employee's failure to adhere to such decision or directive may be considered insubordination and may lead to adverse employment action.

B. PROCEDURES

Complaints will be processed according to the step-by-step procedures outlined below:

1. Step 1: Working Site Level

   a. A complaint or grievance will be presented orally and informally to the immediate supervisor. If the complaint is not promptly resolved, it will be reduced to writing, ~~using the Employee Complaint Form,~~ and submitted to the immediate supervisor.

   b. Within five (5) workdays of receiving the complaint or grievance, the immediate supervisor will render a decision, in writing, ~~using the Complaint Response Form,~~ to the complainant and the person or persons originally involved in the complaint.

2. Step 2: Working Site Level

   a. Within five (5) workdays after receiving the decision at Step 1, the complainant may appeal the decision, in writing, to the appropriate Principal or SAU Administrator.

   b. The Principal (or Administrator) will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the immediate supervisor and to the person or persons originally involved in the complaint.

3. Step 3: Superintendent Level

   a. Within five (5) workdays after receiving the decision at Step 2, the complainant may appeal the decision, in writing, to the Superintendent, or official designee.

   b. The Superintendent, or official designee, will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the Principal (or supervising administrator), or immediate supervisor, and to the person or persons originally involved in the complaint. ~~Such decisions will be final.~~ *[Omitted because existing policy has a Step 4.]*

   c. The Superintendent will notify the Board of any complaints or grievances resolved at the Superintendent level [from existing policy]

4. *Step 4: Board Level [not in Model, from existing SCSD policy]*

   a. Within five (5) workdays after receiving the decision at Step 3, the complainant may request review of the decision by the board.

b. The Board will schedule the matter for review within 20 workdays following receipt of the request. The Board will render a decision within 10 workdays after the review, and such decision will be deemed final.

KICL – PUBLIC ACCESS TO SAU 39 NETWORKS

The Board recognizes that public access to school networks is desirable or necessary for many activities where parents, relatives, and friends of students and staff, and members of the public are on school property, and access to the internet through school networks is desirable for members of the public attending non-school-related activities on school property.

The Superintendent or designee shall ensure that all networks managed by SAU 39 accessible to the public have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines the obligations and responsibilities related to the use of SAU 39 network technology by any person not otherwise covered by Policy JICL (District Online Access for Students) or Policy GBEF (Internet Access for Staff). The Superintendent also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the indivdual's user privileges, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall make available the Acceptable Use Policy to all persons requesting access to SAU 39 networks. All persons requesting access to SAU 39 networks must agree to adhere to the Acceptable Use Policy before being granted access.

BBBA – BOARD MEMBER QUALIFICATIONS

To become a candidate for the Board, a person must be a registered voter in the district. No person holding the office Board member shall at the time hold the office of school district moderator, treasurer, or auditor. No person employed on a salaried basis by the School Administrative Unit or by a District within the School Administrative Unit shall be a Board member in any district of the School Administrative Unit. Salaried positions shall include, but are not limited to, the following: teacher, custodian, administrator, secretary, school bus driver (if paid by the district), school lunch worker, teacher's aide, and substitute teacher. The same qualifications shall exist when the Board seeks to fill vacancies.

BCB – BOARD MEMBER CONFLICT OF INTEREST

As elected officials, Board members owe a duty of loyalty to the general public in protecting the school district's interests. Therefore, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, demonstrable, and which is or may be in conflict with the public interest.

A board member who has a personal or private interest in a matter proposed or pending before the Board will disclose such interest to the Board, will not deliberate on the matter, will not vote on the matter, and will not attempt to influence other members of the Board regarding the matter. Supplies, materials, or services shall not be purchased from any member of the Board, or from a member of their household, or from a firm in which the Board member or member of their household hold a major interest. Additionally, Board members should refrain from engaging in conduct or actions, that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member. It is not the intent of this policy to prevent the District from contracting with corporations or businesses with which a Board member is an employee. The policy is designed to prevent placing a Board member in a position where their interest in the public schools and their interest in their place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist. RSA 95:1 requires that "No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of $200 at any one sale to or from the state or political subdivision under which he holds his public office." Through the use of open competitive bidding or recusal of any Board member who has a conflict of interest, the Board will seek to obtain the best value for the district while avoiding impropriety or the appearance of impropriety.

Nepotism

The Board may not employ a certified or other employee if that certified or other employee is the parent, sibling, spouse/partner, child, or in-law relative of the Superintendent or any member of the Board. This paragraph shall also apply to any other person who shares the expenses of daily living with the Superintendent or any member of the Board.

This shall not apply to any person within such relationship or relationships who has been regularly employed in the District or SAU prior to the inception of the relationship, the adoption of this policy, or a Board member's election.

BEDH – PUBLIC COMMENT AND PARTICIPATION AT BOARD MEETINGS

The primary purpose of Board meetings is to conduct the business of the Board as it relates to policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

Rules of Order

1. Portions of the regular open meeting will be allotted to receive comments from citizens as noted on the meeting agenda. Issues which require an extended period of time may be deferred to the next business meeting, or to a special meeting called by the board. The Chairperson may set a time limit on the length of the public comments portion of the meeting.

2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.

3. The Chair will recognize speakers on a first come basis, with priority given to residents of the district.

4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record by stating their name and town of residence.

5. Except as otherwise provided in this policy, members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the District's policies, programs and operations. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolution processes set forth in Board Policies KE and/or KEB. Complaints regarding the Superintendent, may be made either during public comment, or directed to the Board Chair as described in Board Policy KEB.

6. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.

7. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

Legal References:

RSA 91-A:2, Meetings Open to the Public
RSA 91-A:3, Non-Public Sessions
U.S. Const., 1st Amendment

BHC – BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the Staff, which for purposes of this policy means all individuals who report to the Superintendent whether directly or indirectly. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the Board
All communications or reports from Staff to the Board or any Board committee shall be submitted through the Superintendent.

Board Communications to Staff
All Board communications, policies, and directives of Staff interest and concern will be communicated to Staff through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep Staff fully informed of the Board's actions and concerns.

Visits to Schools
Board members, as individuals and not representatives of the Board, are encouraged to visit schools or classrooms in an unofficial capacity, and should make arrangements for visitations through the principal~~s~~. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of the Superintendent and principal.

Social Interaction
Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general District concerns. However, board members should remind reminded staff that individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions of personalities or personnel grievances by either party will be considered unethical conduct by the school board member and could cause the staff member to violate this policy.

BIB – SCHOOL BOARD MEMBER DEVELOPMENT OPPORTUNITIES

The Board places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall attempt to plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of a policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society. Towards those ends, the Board regards the following as examples of activities and services appropriate for implementing this policy: Participation in state and national school board association or other conferences, workshops, and conventions; District-sponsored training sessions for Board members; and subscriptions to publications addressed to the concerns of Board members.

In order to understand both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures:

1. Maintaining a calendar of opportunities, that is maintained by the New Hamshire School Boards Association, such as school board conferences, conventions, and workshops, shall be maintained by the superintendent so the board will periodically decide which meetings opportunities appear to be most promising in terms of producing direct and indirect benefits to the school District.

2. Budgeting on an annual basis the funds needed for participation at such meetings opportunities will be budgeted on an annual basis. When funds are limited, the board may will designate which of its members would be the most appropriate to participate in any at a given meeting opportunity.

3. When an opportunity conference, convention, or workshop is not attended by the full Board, those who do participate attend will be are requested to share with other Board members the information, recommendations, and materials acquired.

4. Board members shall be reimbursed, according to the travel expense policy for District staff, for attending approved development opportunities. The Board has sole authority for approving opportunities.

School board members are encouraged to attend workshops presented by the state and national school boards association.

EBB – SCHOOL SAFETY

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. The general safety plan will include the District-wide Crisis Prevention and Response Plan, and site-specific Emergency Response Plan for each school required under ***RSA 189:64.*** General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees.

Each Principal shall be responsible for the supervision and implementation of safety programs in his/her school, inclusive of school buses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

The Board directs the Superintendent to develop a safe schools plan consistent with applicable law and school board policies. While the plan need not be a single consolidated document, it should include:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice fire and all hazard drills as required by law and Board policy EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and work-place safety per Board policy EB.
8. Training and support for students that aims to relieve the fear, embarrassment and peer

pressure associated with reporting behavior that may indicate impending violence or other safety problems.

9. Procedures for safe, confidential reporting of security and safety concerns at each school building.

10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.

12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA.

13. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of the District Crisis Prevention and Response Plan, and site-specific Emergency Response Plans. ***~~per Board policy EBCA~~***.

14. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

15. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.