

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

MARGARETA A. BEAUCHAMP
Director of Student Services

AMY FACEY
Business Administrator



SAU #39 Board Meeting

Monday, September 20, 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	None
Public Input I of II	6:00 PM		
Annual Report Presentation	6:05 PM	Assistant Superintendents Christine Landwehrle and Steven Chamberlin to present the annual report to the board	FY22 Annual Report
First Reading - Policies	6:25 PM	Board to review policies as a first reading: 1. BBBH (SAU) 2. BBBA, BBBC, BK, EBB, JCA, JFAB, JI, JIC, JICD, JLCF, JLCH, JLCJ, KH (Amherst, Mont Vernon, and Souhegan) 3. 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, GBEDE, GCR, KFA, KICL (SAU, Amherst, Mont Vernon, and Souhegan) 4. BIA & DFA (Reviewed – no board action required)	Policy Season Summary & Policy Packet
Public Input II of II	7:25 PM		None
Non-Public	7:30 PM	RSA 91 A:3 II ()	
Meeting Adjourned	8:30 PM		



Annual Report – FY22

School Administrative Unit 39

Prepared by The SAU 39 Leadership Team

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Annual Report for SAU 39

The FY22 Annual Report presents data-driven insight into the academic and financial progress of the Amherst, Mont Vernon, and Souhegan Cooperative School Districts for our school boards, families, and community constituents. The following document summarizes numerous aspects of our districts, including but not limited to attendance, student involvement, assessments, and achievement, as well as reports from our Special Services, Food Services, and an analysis of voter support.

A common theme throughout this report is the impact of the COVID-19 pandemic on our school districts. The SAU 39 Leadership Team provides a critical summary of the data points, as well as goals and next steps to be taken towards future recovery.

An addendum to this report is expected in October, which will report our annual enrollment information.

Class Size & Attendance

Class Sizes

Class size information comes from the NH Department of Education website, October 2020. The state breaks down the information by grade level. Only two of the neighboring district reported the average class size for high schools.

Average Class Size – Grades 1 and 2

(October 2020)

Grades 1 and 2					
Amherst	Mont Vernon	Hollis	Brookline	Bedford	NH
19	13.8	16.6	17.8	17.3	16.2

Average Class Size – Grades 3 and 4

(October 2020)

Grades 3 and 4					
Amherst	Mont Vernon	Hollis	Brookline	Bedford	NH
20.7	15.5	18.7	16.9	17.5	17.2

Average Class Size – Grades 5 – 8

(October 2020)

Grades 5 - 8					
Amherst	Mont Vernon*	Hollis	Brookline*	Bedford	NH
17	15	17.9	18.6	22.9	17.1

* 5/6

Average Class Size – Grades 9 – 12

(October 2020)

Grades 9 -12		
Souhegan	HB	Bedford
17	15	17.9

Conclusion: Clark-Wilkins reports the highest average class size for neighboring districts and is above the state average. Mont Vernon Village School is below the state average and lower than our neighboring districts.

Class size in itself is not a high leverage strategy in student achievement. High-quality instruction is a high leverage strategy. That being said, a significantly high-class size can impact the ability of a teacher to implement the high leverage strategy of providing substantive/rich feedback.

Going forward, continuing to monitor class size will be important as budget development takes place.

Average Daily Attendance by School and Year			
	20-21	19-20	18-19
Clark Wilkins Elementary School	96.7%	96.9%	95.3%
Mont Vernon Village School	97.4%	96.9%	95.6%
Amherst Middle School	95.1%	96.8%	95.3%
Souhegan High School	97.3%	96.7%	95.5%
State Average		95.1%	94.10%

Our attendance rates this past year were consistent with rates in previous years. In addition, our average daily attendance rate is similar across our buildings and higher than the state average.

Next Steps:

We will continue to monitor school level average daily attendance rates along with individual student attendance rates. If individual student attendance rates fall below average, we will provide supports and interventions as needed.

Assessments

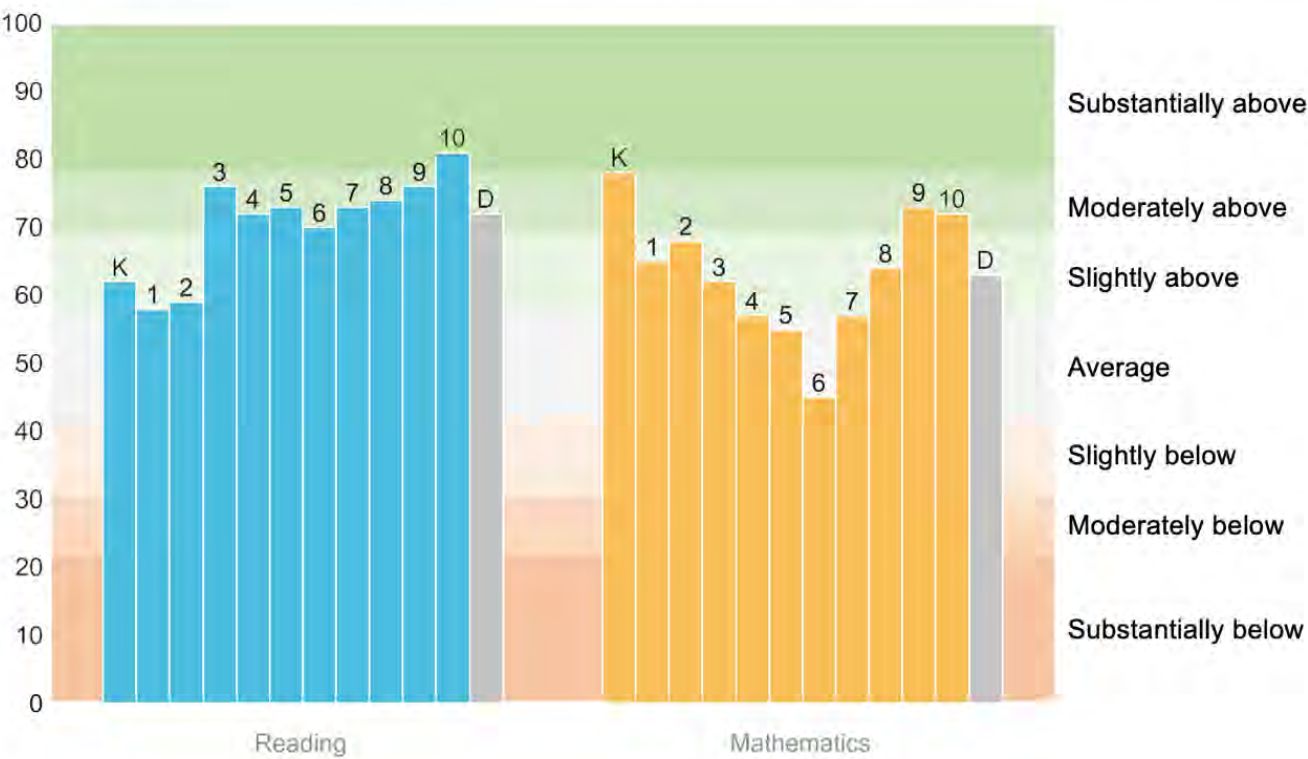
5 – Year Assessment Plan 2020-2025

Assessment	Dial	NWEA MAP	AIMS Web / Acadience	NHSAS	PSAT	SAT	OECD - PISA
Description	Screening tool for early childhood areas: Motor, Concepts, Language, Self-help development and Social-emotional development	Computer adaptive standardized assessment in math and reading.	Short one on one or small group assessment in math and reading	Computer adaptive standardized assessment in math, ELA, and science	Preliminary SAT is a practice version of the SAT exam where students can also qualify to receive a National Merit Scholarship	Entrance exam used by many colleges and universities to make admissions decisions. It is also used by the NHDOE as a grade 11 annual assessment.	PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.
Purpose	K screening tool to determine eligibility for summer Blast off to K and for classroom placement	Universal screener to collect benchmark data on all students; Provides a growth measurement and instructional planning tools	To monitor progress of students receiving a tier 2 or tier 3 intervention	Summative assessment for state accountability	Provide a practice SAT so students can better prepare for the SAT administration in spring	Summative assessment for state accountability; provides SAT score to students for college entrance	Provide an additional data point for evaluation of our math, science, and literacy curriculum and programs.
Grade Level	Incoming K students	Grades K-10	Grades K-8 (select students only)	Grades 3-8 Math and ELA; Grade 5 and 8 and 11 in Science	Grade 11	Grade 11	15-year old students
Administration	Annual (2020-2025)	Annual (2020-2025) Grades K-2 – fall, winter, spring Grade 3-8 – fall and winter Grades 9-10 - fall	Annual (2020-2025) Fall, winter, spring benchmark; Progress monitoring frequency depends on intervention	Once a year in the spring (<i>date set by NHDOE</i>) <i>5-year assessment plan determined by NHDOE</i>	Annual (2020-2025) October	Once a year in the spring (<i>date set by NHDOE</i>) <i>5-year assessment plan determined by NHDOE</i>	Triennial (<i>Last administration 18-19 school year</i>) 21-22 school year

Results	Immediate results once assessment data is scored	24 hours after testing	Immediate results once assessment data is entered / scored	Typically 24-48 hours after submitting the assessment	Early December	Late spring – determined by NHDOE	Approximately 3 months after administration
Student Test Time	Part of K screening process which typically includes about 1 hour of time	30-60 minutes per content area	5-20 minutes	Untimed – typical test time: math and science up to 2 hours; Literacy up to 4 hours	2 hours and 45 minutes	3 hours	2 hours plus time to complete questionnaire
Budget	Assessment kits already purchased. Annual supplies purchased as needed from: A:10.2123.331.05 M:10.2123.646.10	Per student cost with additional costs for advanced reporting. Budgeted to: A:10.2123.331.03 or .05 M:10.2123.646.10 S: 10.2123.330.30	Per student cost budgeted to: A:10.2123.331.03 or 05 M:10.2123.646.10	State assessment, no cost to district	Per student cost budgeted to: 10.2123.330.30	State assessment, no cost to district	Cost budgeted to 10.2123.330.30 for FY22
Additional Notes		Only consistent longitudinal data point on academic performance. Also used for full day K evaluation.	Used to monitor student progress to inform interventions and supports.	Assessment determined by NHDOE		Assessment determined by NHDOE	

NWEA Fall 2020 Results – Achievement

MEDIAN STATUS PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE

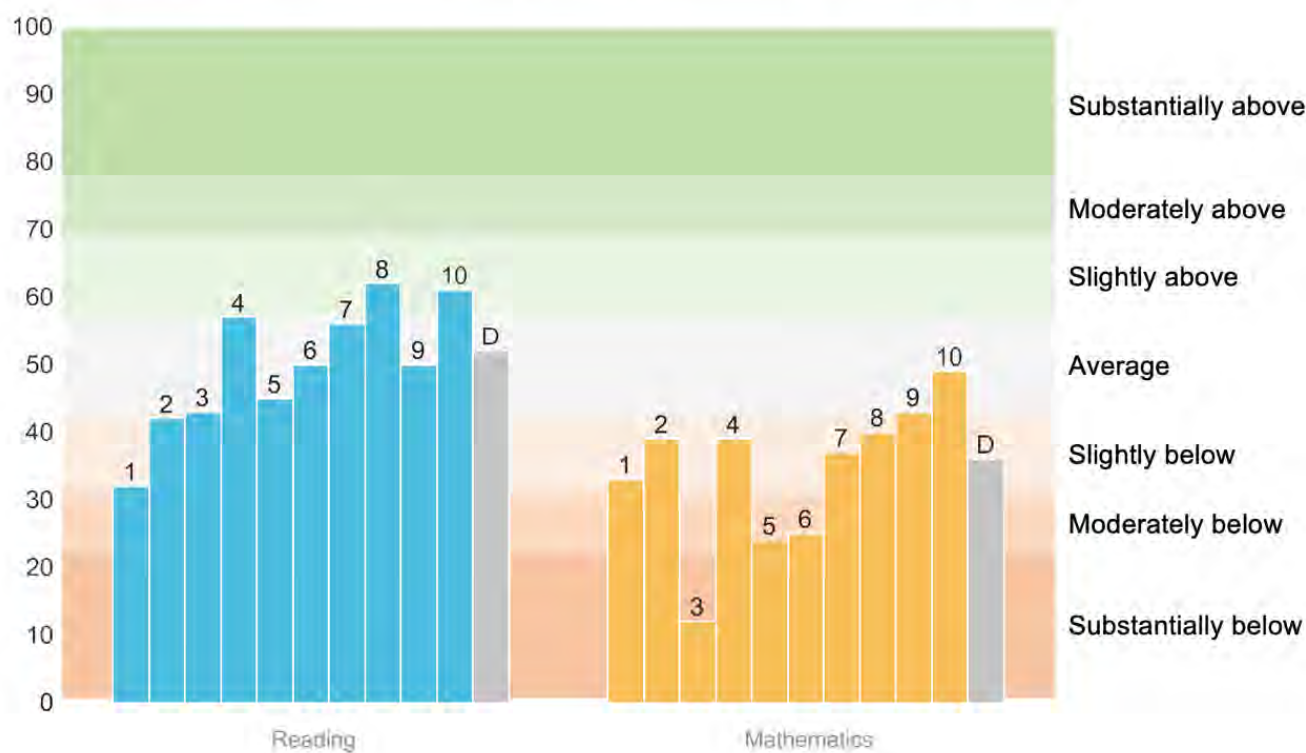


Conclusions:
Our NWEA achievement levels by grade were in the average to above average range despite COVID learning loss. In reading, all our grade levels were in the above average range and most grade levels had similar achievement results compared to previous years. Grades one and two had lower achievement levels than previous years. These students were most impacted by remote learning in the spring of 2020. Students in these grade levels are just learning to read and the change to remote instruction impacted their achievement levels.

In math, our middle grades (grades four through seven) were in the average range where all other grade levels were in the above average range. This is consistent with performance in previous years. However, all our math achievement levels were slightly lower due to COVID. Both our math and reading results are consistent with national trends regarding COVID learning loss.

NWEA Fall 2020 Results – Growth

MEDIAN GROWTH PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



Conclusions:
While our student achievement levels remained above average despite COVID, student growth was impacted by disrupted learning during the spring of 2020.

Our reading growth remained in the average to slightly above average range for grades four through ten. This is consistent with performance in previous years. However, we usually see strong reading growth at the lower grade levels. In grades one through three our students were slightly below average in their reading growth.

In math, all of our grade levels had slightly lower growth than typical with the lower grade levels most impacted due to remote learning.

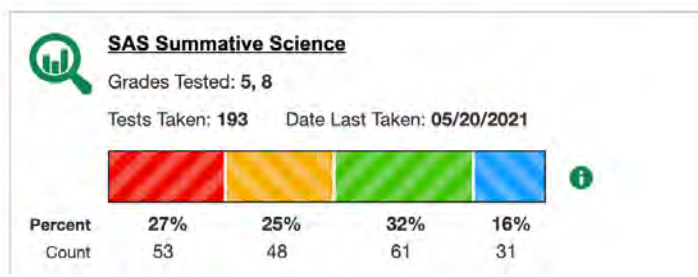
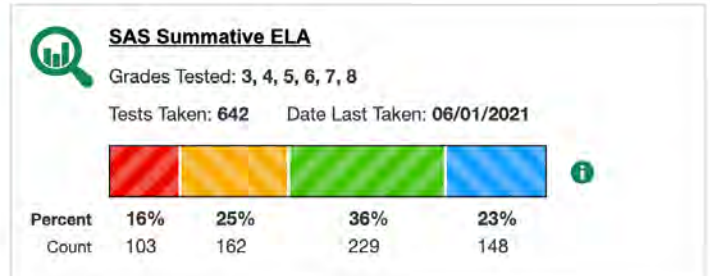
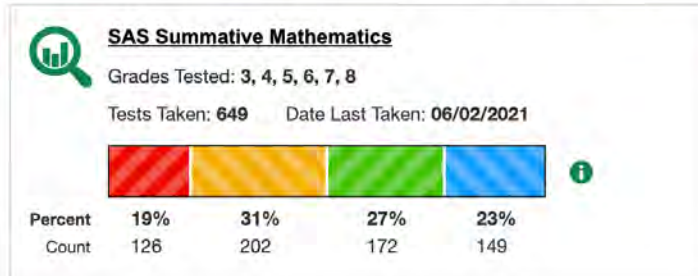
Next Steps:
We will be piloting new math materials in grades K-5 this year and expect to reverse the downward trend students experience after second grade. In addition, we will be closely examining our fall 2021 results to determine the extent to which students have been able to recover from learning loss. We will continue to provide intervention support to students to help accelerate their learning.

NHSAS Results

Amherst:

Performance Distribution, By Test Group: Amherst, 2020-2021

Filtered By **Test Reasons:** All Test Reasons **Sorted By:** Date Last Taken



This past spring Amherst students in grades 3-8 took the NHSAS assessment in Math and English Language Arts. In addition, students in grades 5 and 8 took the NHSAS science assessment. At all grade levels we had a large number of students whose parents exempted them from the assessment. Our percent of student who opted out of the assessment ranged from 20% to 50%, with higher percentages of opt outs as the grade level increases.

In math, 50% of the students who engaged in the assessment showed grade level proficiency or above. In ELA we had 59% of students who took the NHSAS assessment show grade level proficiency or above. These results are lower than previous years and could be the result of opt outs or impact from disrupted learning. In previous years, we have had 60%-70% of our students proficient or above in math and 65%-75% of our students proficient or above in reading. In science, we had 48% of our students show proficiency or above, also a lower percent than typical.

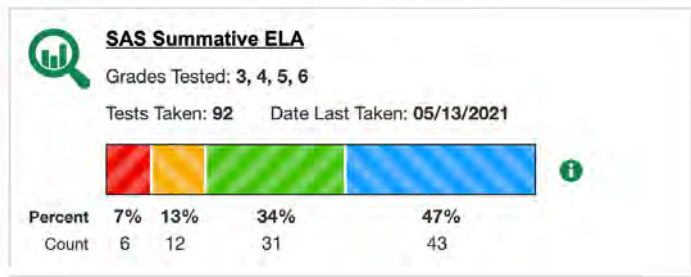
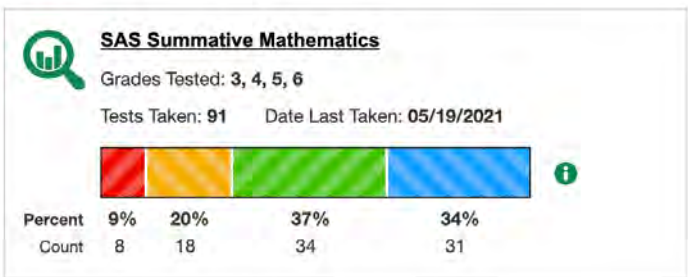
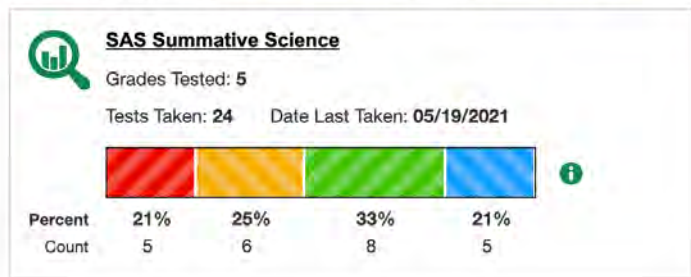
Next Steps:

Since our results represent only a portion of our students due to opt outs, these data cannot be used to make any curricular or instructional changes at this time. In addition, we do not have state level data or comparative district data at this time. Individual student results can be used by teachers for baseline information on their incoming students.

We will examine state level data and comparative district data once that is available. We will continue to monitor student progress this year with NWEA results and closely examine spring 2022 NHSAS results.

Mont Vernon:

Performance Distribution, By Test Group: Mont Vernon, 2020-2021
Filtered By **Test Reasons:** All Test Reasons **Sorted By:** Date Last Taken



This past spring Mont Vernon Village School students in grades 3-6 took the NHSAS assessment in math and English Language Arts. In addition, students in grade 5 took the NHSAS science assessment. Overall, we had strong student performance on this assessment with student scores similar to or higher than previous years. However, some of our remote students opted out of the assessment since there was not a remote option available. While we did not have as many opt outs as Amherst, these results do not represent the full cohort at each grade level.

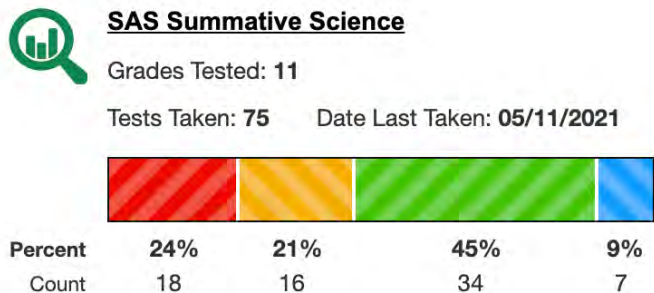
In ELA, we had 81% of our students show proficiency or above, with nearly half of our students in the advanced proficient range. In math, we had 71% of our students score in the proficient or above range. With smaller class sizes and dedicated intervention time, students showed strong growth throughout this school year after our disrupted learning in the spring of 2020.

In science we had 54% of our students showed proficiency or above, similar to student performance in previous years.

Next Steps:

Teachers will be reviewing individual NHSAS student results to provide them with baseline information on their incoming students. In addition, we will review state level and comparative district data when available.

Souhegan:



This spring, grade 11 students engaged in the NHSAS science assessment. While our results showed that 55% of students met benchmark on the NHSAS science assessment, not all grade 11 students took the assessment. We had less than half of our grade 11 students take the assessment due to a high number of parents choosing to exempt students from testing. Therefore, these results are not necessarily representative of the entire grade 11 cohort.

While we can view student performance by discipline and disciplinary core idea, we need to be cautious about drawing any conclusions from these data since we have incomplete cohort participation. In addition, we do not yet have any comparative district data or state level results.

Next Steps:

Since our results represent only a portion of our grade 11 students, they do not provide enough information to make any curricular or instructional changes at this time. We will continue to monitor implementation of our science curriculum and will examine our comparative district data once that is available.

PSAT, SAT, & AP TESTING

PSAT:

- Taken fall of junior year
- District paid to ensure student access and full cohort results
- Results from Fall 2020– current seniors

SAT:

- State assessment for high school students (paid for by NHDOE)
- Typically taken in the spring of junior year
- Comparative districts results have not year been released

AP Exams:

- Exams were administered over two weeks in May
- College Board returned to standard AP Exams and in-school testing to maximize access and opportunity

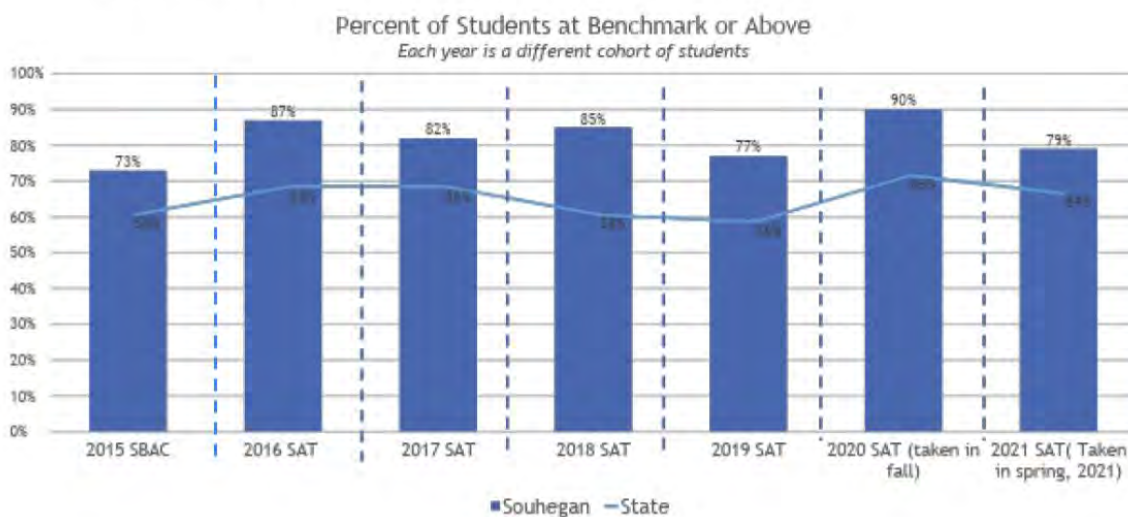
PSAT Reading & Writing

Reading & Writing PSAT Results - Fall 2020		
	Mean Score	Percent Meeting Benchmark (460)
Souhegan	526	80%
New Hampshire	524	76%

SAT Reading & Writing

Reading and Writing SAT Results - Spring 2021			
	Mean Score	Percent Meeting Grade 11 Benchmark (460)	Percent Meeting Grade 12 Benchmark (480) <i>(College and Career Ready)</i>
Souhegan	553	85%	79%
New Hampshire	518	NA%	64%

Longitudinal State Assessment Results Reading & Writing



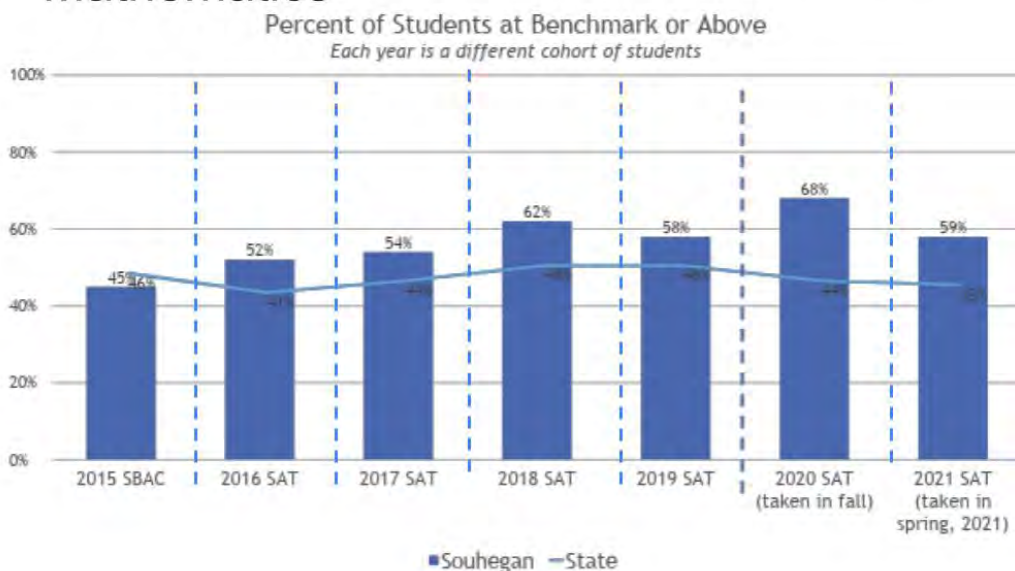
PSAT Mathematics

Mathematics PSAT Results - Fall 2020		
	Mean Score	Percent Meeting Benchmark (510)
Souhegan	513	57%
New Hampshire	499	48%

SAT Results Mathematics

Mathematics SAT Results - Spring 2021			
	Mean Score	Percent Meeting Grade 11 Benchmark (510)	Percent Meeting Grade 12 Benchmark (530) <i>(College and Career Ready)</i>
Souhegan	543	67%	59%
New Hampshire	510	NA	43%

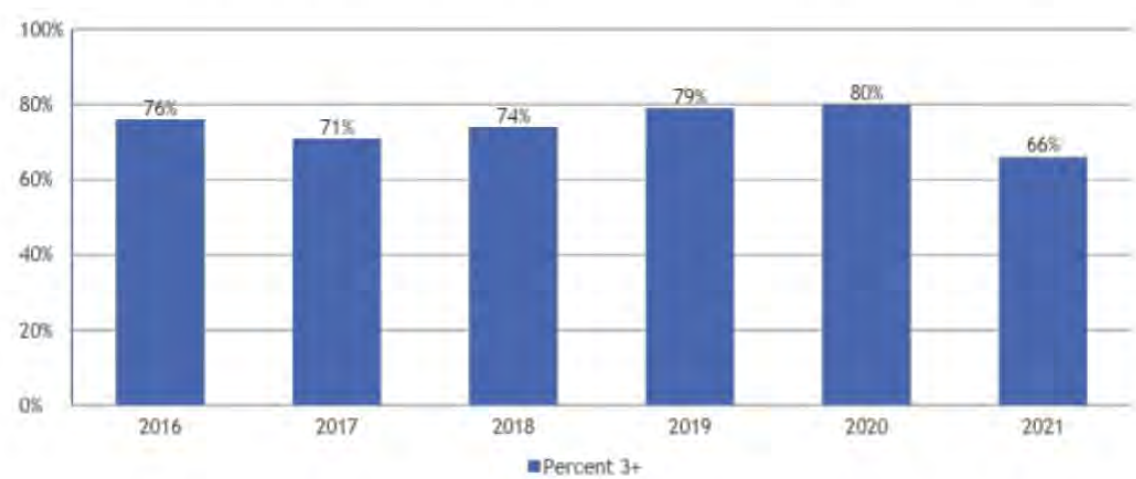
Longitudinal State Assessment Results Mathematics



AP Score Table

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+ or B
3	Qualified	B-, C+ or C
2	Possibly qualified	---
1	No recommendation	---

Souhegan High School Percent of Total AP Students with Scores 3+



Souhegan High School AP Exam Summary

	2016	2017	2018	2019	2020	2021
Total AP Exam Students	155	131	115	94	102	103
Number of Exams	250	210	195	140	151	147
Students with AP Scores 3+	118	93	85	74	82	68
% of Total AP Students with Scores 3+	76.1%	71.0%	73.9%	78.7%	80.4%	66%

Conclusion:

SHS students continue to outperform the state average in PSAT and SAT assessments. The AP scores results were the lowest in the five-year data span. This could be due to the educational impact of the pandemic. The statewide results have not been obtained at the writing of this report. The statewide results may provide additional insight into the impact of the pandemic. As some courses are dual enrollment, some students did not take the AP exam.

Next Steps:

Review PSAT results for the current junior class (once received).

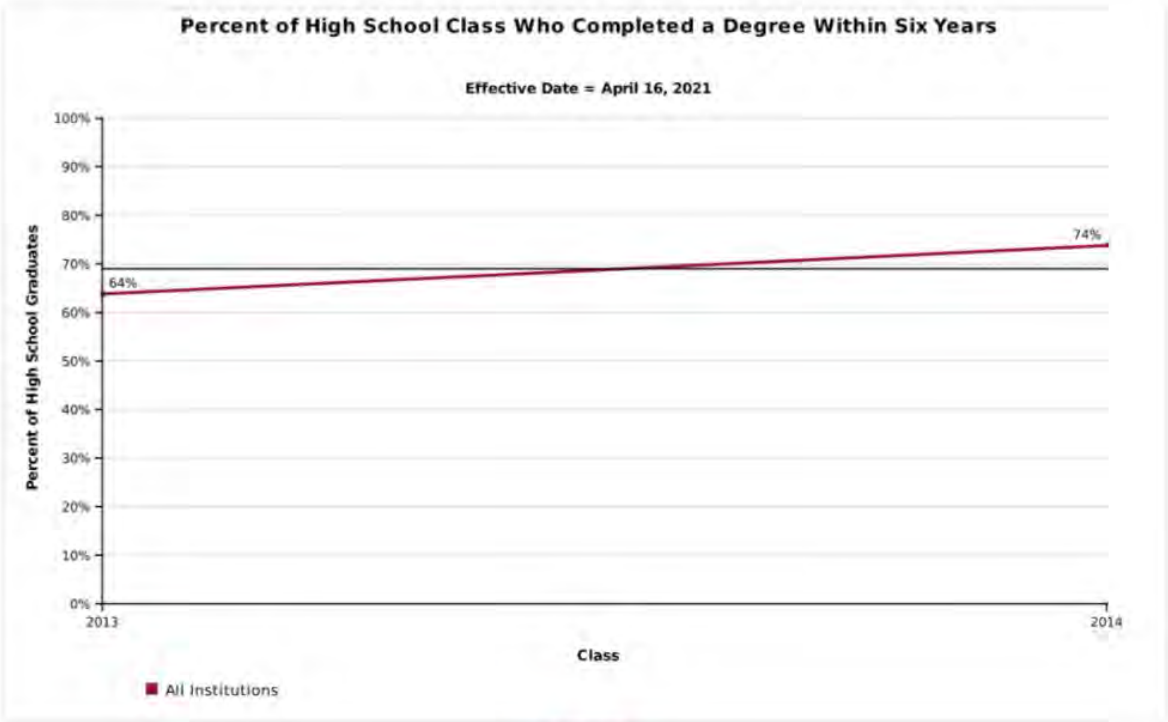
Support students in accessing review material on Khan Academy.

Work with domain leaders to review question analysis and support with follow up instruction in class.

Explore options for an SAT prep class for students not meeting benchmark.

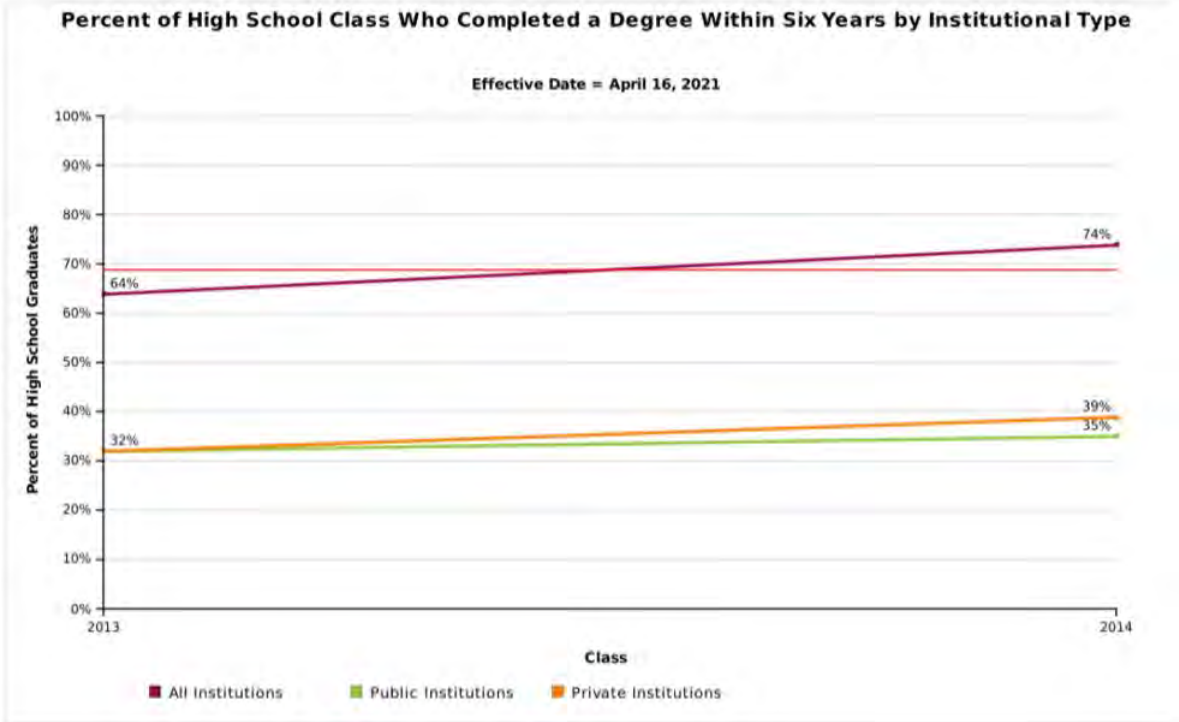
Post Secondary Educational Persistence

% of High School Class – Completed a Degree within 6 Years



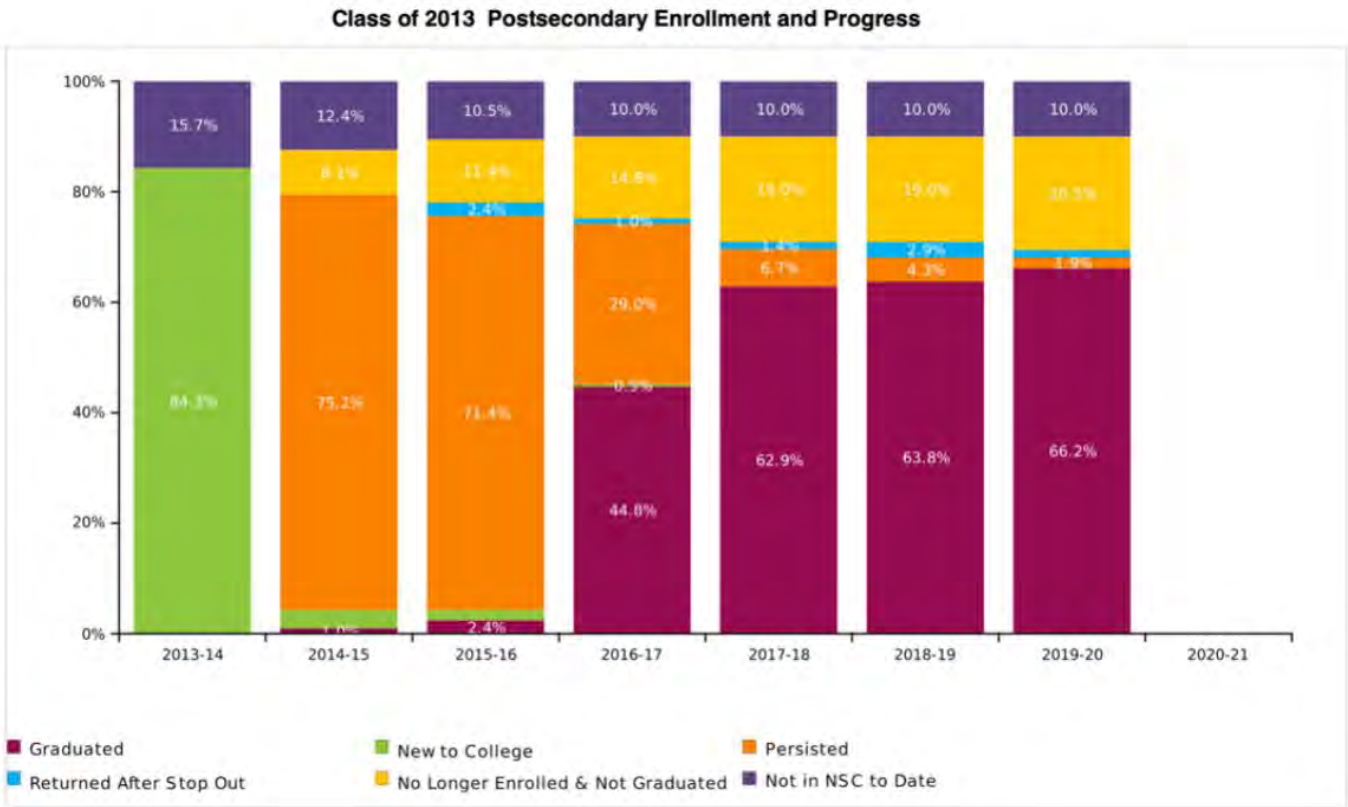
AVG = 69%

% of High School Class – Completed a Degree within 6 Years – By Institution Type

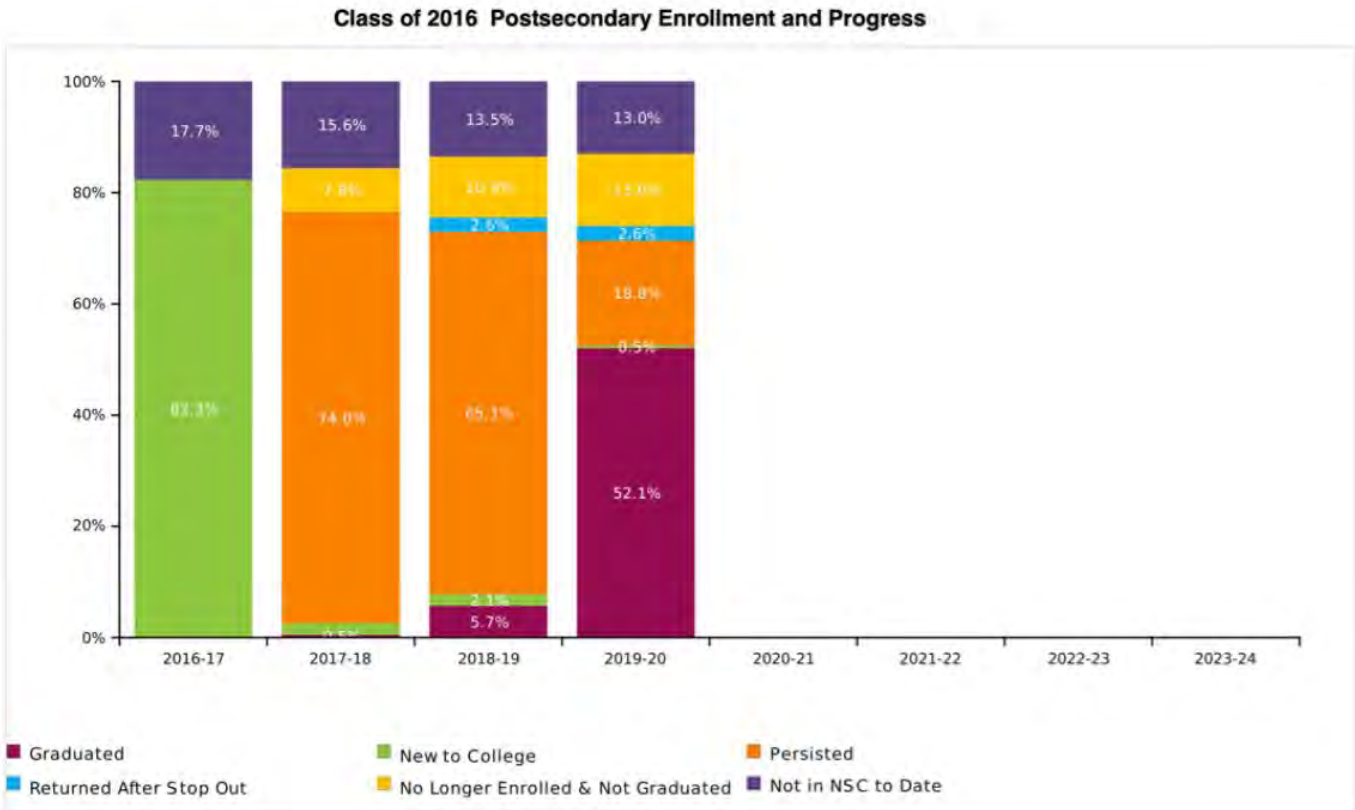


AVG = 69%

Class of 2013 Post Secondary Enrollment Journey



Class of 2016 Post Secondary Enrollment Journey



**Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation
for All Classes by Number of Students**

Name	Rank	State	Level	Type	Total
UNIVERSITY OF NEW HAMPSHIRE- DURHAM	1	NH	4-year	Public	167
NASHUA COMMUNITY COLLEGE	2	NH	2-year	Public	90
KEENE STATE COLLEGE	3	NH	4-year	Public	61
SOUTHERN NEW HAMPSHIRE- 15WEEK	4	NH	4-year	Private	43
PLYMOUTH STATE UNIVERSITY	5	NH	4-year	Public	41
UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE	6	VT	4-year	Public	37
UNIVERSITY OF RHODE ISLAND	7	RI	4-year	Public	26
NHTI - CONCORD'S COMMUNITY COLLEGE	8	NH	2-year	Public	16
ROCHESTER INSTITUTE OF TECHNOLOGY	9	NY	4-year	Private	16
NORTHEASTERN UNIVERSITY	10	MA	4-year	Private	15
WENTWORTH INSTITUTE OF TECHNOLOGY	11	MA	4-year	Private	15
SAINT MICHAELS COLLEGE	12	VT	4-year	Private	14
ROGER WILLIAMS UNIVERSITY	13	RI	4-year	Private	13
SYRACUSE UNIVERSITY	14	NY	4-year	Private	13
UNIVERSITY OF NEW ENGLAND	15	ME	4-year	Private	12
WORCESTER POLYTECHNIC INSTITUTE	16	MA	4-year	Private	12
BENTLEY UNIVERSITY	17	MA	4-year	Private	11
COLBY SAWYER COLLEGE	18	NH	4-year	Private	11
SUFFOLK UNIVERSITY BOSTON	19	MA	4-year	Private	10
UNIVERSITY OF MASSACHUSETTS AT AMHERST	20	MA	4-year	Public	10
ENDICOTT COLLEGE	21	MA	4-year	Private	9
FRANKLIN PIERCE UNIVERSITY	22	NH	4-year	Private	9
ITHACA COLLEGE	23	NY	4-year	Private	9
RENSSELAER POLYTECHNIC INSTITUTE	24	NY	4-year	Private	9
SIMMONS UNIVERSITY	25	MA	4-year	Private	9

Conclusion: This information is provided by the National Student Clearinghouse (NSC) and enables the tracking of students post-high school. 74% of Souhegan students obtained their degree within the six-year timeline. The six-year degree attainment percentage is similar for students who attend private or public institutions. A list of common institutions that students enroll in immediately following graduation is provided. The hope is to obtain more post-graduation information from students who do not attend a college/university or are unsuccessful in a post-secondary institution.

College & Career Readiness (CCR)

College and Career Ready

- Required by Every Student Succeeds Act (ESSA)
- 13 Indicators for College and Career Readiness
- Standardized assessments/Experiences
- Achievement in two of the indicators designates college and career ready.



College and Career Ready Stats

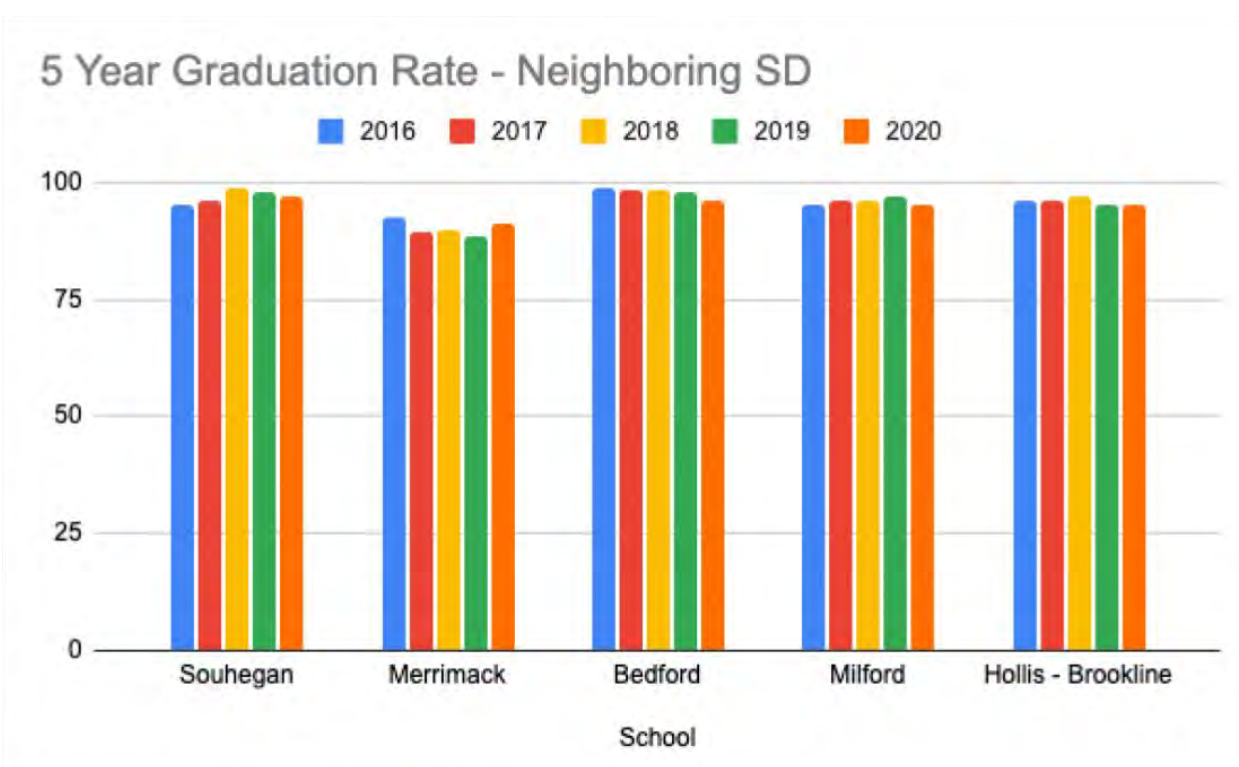
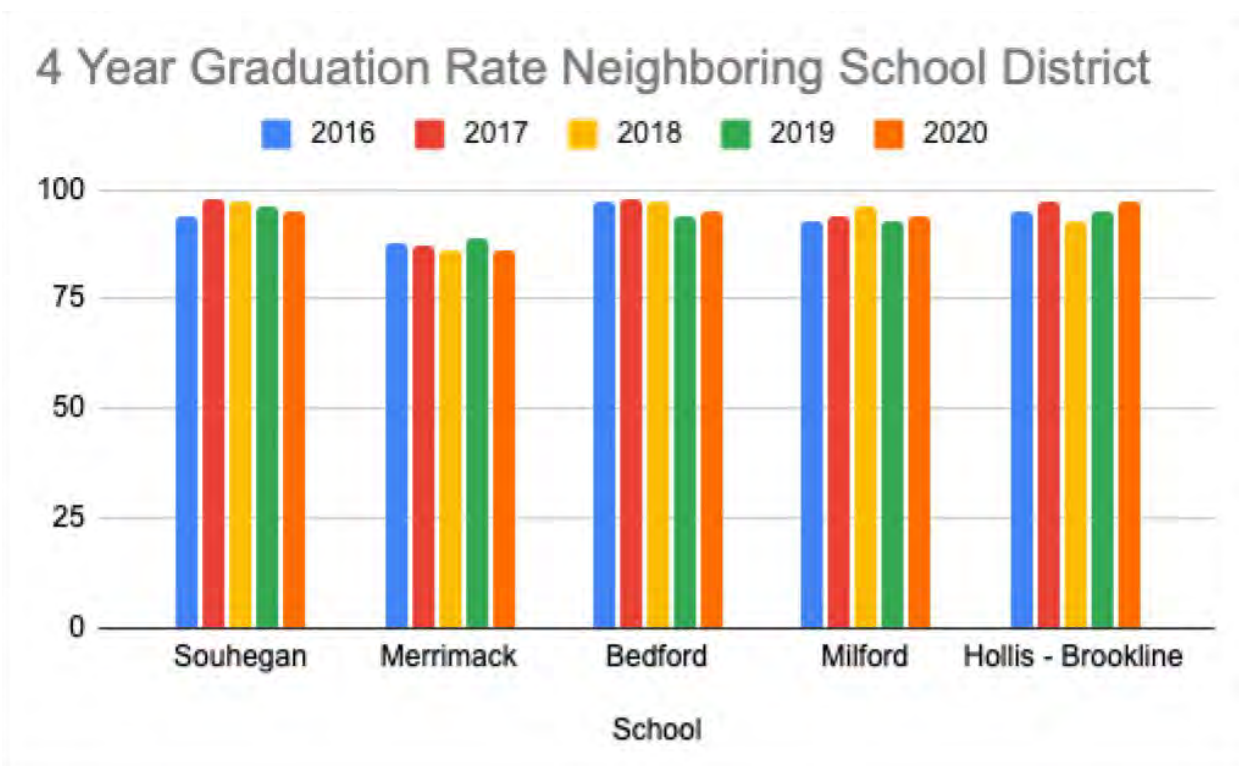
- NH Scholar
 - 67.2 %
- College - Dual Enrollment
 - 56% (23% 1, 33% 2)
- SAT Score
 - 52%
- AP – 3 or better
 - 23.6% (13.25 1, 10.3% 2)
- Civics Assessment
 - 100%
- 137/175 (78%) met two indicators and are designated as college and career ready.



	Indicator	% of SHS Students Meeting Indicator
1	NH Scholar	67.2 %
2	Participating in a dual enrolment course	56%
3	Meeting an SAT score threshold	52%
4	Successful completion of the civics assessment	100%
Total		78% (65% have achieved three or more indicators)

Collecting and reporting college and career readiness information is required by the federal Every Student Succeeds Act. The state plan included 13 data points/ indicators to determine student qualification as College and Career Ready. The indicators include standardized assessments, experiences, and local assessments. Achievement of two of the indicators qualifies a student as college and career-ready.

Conclusion: The career-related indicators offer an area for further study. Obtaining an industry-recognized credential, participating in a career pathway, or participating in an apprenticeship or apprenticeship program were not indicators for any student for the class of 2021.



Special Education

Special Education Performance Indicators

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. As a part of the state of New Hampshire's performance plan, the state tracks district information through performance indicators. These indicators measure child and family outcomes as well as compliance of the district(s) with the requirements of the Individuals with Disabilities Education Act (IDEA). SAU #39 data is reviewed annually by the NH Department of Education to determine if Districts are meeting the requirements and purposes of the IDEA.

Upon review, Districts are given the following status descriptors:

1. Meets requirements and purposes of the IDEA
2. Needs assistance in implementing the requirements of Part B or Part C of the IDEA
3. Needs intervention in implementing the requirements of Part B or Part C of the IDEA
4. Needs substantial intervention in implementing the requirements of Part B or Part C of the IDEA

The following are the indicators tracked by the New Hampshire DOE:

- Indicator 1: Graduation Rates
- Indicator 2: Dropout Rates
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- Indicator 13: Transition in the IEP
- Indicator 14: Post-School Outcomes
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

Data most relevant to tracking student outcomes includes our graduation rate (indicator 1), Dropout rate (indicator 2), Participation and performance on statewide assessments (indicator 3) and Post-school outcomes (indicator 14).

The below data is from the 2018-19 School year – *last year was not reported due to COVID-19.*

SECONDARY DATA

Indicator	Souhegan Cooperative	Hollis Brookline	Hanover High	Bedford High School	State of NH
1 – Graduation Rate*	93.1%	78.1	88.9	81.3	71.3
2 – Dropout Rate	0%	0%	0%	0%	.6%
3- Percentage Of (identified) students participating in statewide assessment~	92 %	78%	84%	94%	90%
~Proficient ELA	56%	33.3%	28.6%	30.9%	16.8%
~Proficient Math	31%	23.1	22%	31.9%	14.1%

**indicates number of students who graduate with a regular high school diploma within four years – this number does not include the students who receive a GED or a certificate of attendance due to severe disabilities, nor does it include students who stay for a fifth year and then receive a regular high school diploma*

In 2021, SHS graduating class included 21 seniors who were on Individualized Education Plans. The breakdown of post-secondary plans for those students are as follows:
 Four Year College – 7 Apprenticeship Program – 2 Gap Year - 3
 Two Year College – 3 Employed upon graduation – 6

ELEMENTARY DATA

Indicator 3	Amherst	Mont Vernon	State of NH
Percentage Of (identified) students participating in statewide assessment~	97%	96%	90%
~Proficient ELA	29.7%	50%	16.8%
~Proficient Math	28.1%	15.4%	14.1%

Voter Support

Voter Support

The Operating Budget Warrant Article for the Amherst School District received an average of 59% voter support over the last five years. It should be noted that in FY18 the default budget was greater than the proposed budget, potentially contributing to a higher than typical level of voter support that year. Amherst received on average 66% voter approval for all other special warrant articles, including the Collective Bargaining Agreements (CBA) for both teachers and support staff. FY20 was a challenging year for Amherst with only one of the four warrant articles passing at the polls.

The Operating Budget Warrant Article for the Souhegan Cooperative School District has passed consistently, receiving on average 55% voter support. The FY22 operating budget received the lowest percentage of voter approval, narrowly passing by 51%. All other special warrant articles, including the Professional and Support Staff Agreement (PPC), received an average of 60% of the vote. The only special warrant article to fail in the last five years was the FY18 SHS Paving Warrant Article.

The Operating Budget Warrant Article for the Mont Vernon School District has continuously passed over the last five years and averaged 69% voter support. It should be noted that in FY18 the default budget was greater than the proposed budget, potentially contributing to a higher than typical level of voter support that year. All special warrant articles passed as well, with the exception of the FY18 Students with Disabilities Capital Reserve Fund. Average voter support for all special warrant articles was 67%. The two CBAs with the Mont Vernon Education Association passed, with the FY22 agreement receiving 67% of the vote.

Over the past five years, the vast majority of warrant articles put forth to the voters in the Amherst, Souhegan Cooperative, and Mont Vernon School Districts have passed. Requests for reserve funding for both facilities and student with disabilities received on average 65% of the vote across all districts, with all but one article of this type passing. All other special warrant articles received an average of 64% voter approval across the districts. Operating budgets passed consistently with the exception of the Amherst budget in FY20. Average voter approval for operating budgets across all districts is 61%.

This past year, however, voter support for the operating budgets in all three districts decreased significantly. The FY22 operating budgets for Amherst and Souhegan Cooperative narrowly passed, and voter approval dropped by 7% and 14%, respectively. Voter support for the Mont Vernon operating budget fared better, however was down by 9% from the previous year. Next steps include engaging the communities of Amherst and Mont Vernon to determine root causes for the decreased support of the operating budgets, make corrections, and work to increase voter confidence and support.

Amherst School District

Warrant Articles	FY18	FY19	FY20	FY21	FY22
Operating Budget	81%	56%	43%	61%	54%
CBA-AEA		60%			
CBA-ASSA		66%			
Capital Facilities ETF				67%	69%
Students w/ Disabilities CRF	72%	67%	58%		
AMS Water Plumbing System		72%			
Clark School Septic		71%			
ASD Additional Teachers			42%		
Land and Facilities A & E Study			44%		
MV ASD Tuition Agreement					87%
SAU Lease Agreement					84%

Souhegan Cooperative School District

Warrant Articles	FY18	FY19	FY20	FY21	FY22
Operating Budget	52%	55%	51%	65%	51%
PPC Agreement	56%	59%		62%	
School Maintenance ETF	61%			67%	62%
Students w/ Disabilities CRF					
SHS Paving	49%				
A & E Study-Souhegan 2.0		58%			
Turf Field Revolving Fund					62%

Mont Vernon School District

Warrant Articles	FY18	FY19	FY20	FY21	FY22
Operating Budget	84%	53%	64%	75%	66%
CBA-MVEA		59%			67%
School Property Maintenance ETF	56%	64%	71%	69%	73%
Students w/ Disabilities CRF	47%				
Discontinue Fund Unfunded Liabilities Retiring Teachers	78%				
MV ASD Tuition Agreement					82%



Food Services

Athletics & Extra-Curriculars

Food Services:

In March 2018, a breakfast pilot program was run at Amherst Middle School, Clark Wilkins, and Mont Vernon Village School. Breakfast has been offered at Souhegan High School since the school opened. At AMS in March 2018, an average of 23 students a day participated in the breakfast program, which is 3.8% of average daily attendance. At CW in March 2018, an average of 37 students a day participated in the breakfast program, or 5.7% of average daily attendance. At MVVS in March 2018, an average of 21 students a day participated in the breakfast program, or 11.5% of average daily attendance.

The success of the pilot program prompted a year-round breakfast program at AMS, CW, and MVVS beginning in SY2018/19. The addition of the breakfast programs has necessitated the addition of a Food Service staff member or additional hours for a current employee.

The dip in SY2019/20 meals and a la carte revenue is attributed to the Covid-19 shutdown. However, revenue for SY2019/20 was outpacing the previous year's revenue; an increase of 7.12% at AMS, an increase of 11.93% at CW, an increase of 8.47% at MVVS, and an increase of 18.38% at SHS. The sales increases projected to an additional \$19,071 in AMS revenue, \$23,185 in CW revenue, \$5,239 in MVVS revenue, and \$63,525 in SHS revenue. The additional revenue projected to be the SAU39 Food Service Dept. to be self-funded.

A la carte sales at AMS and SHS are typically a very large portion of revenue. For instance, in SY2019/20, the AMS a la carte revenue accounted for 58% of revenue. At SHS, a la carte sales for SY2019/20 were 87%. During SY2020/21, the kitchens at AMS and SHS were not able to operate in their typical function, and access and availability of a la carte sales were restricted. During SY2020/21 a la carte revenue at AMS was only 18%. At SHS in SY2020/21, a la carte revenue was down to 45%.

Conclusion: For SY2021/22, with a return to normal breakfast and lunch procedures, a return to SY2019/20 level revenues is expected, with the ultimate goal of a self-funded Food Service Dept.

Amherst Middle School	Reimbursable Breakfasts	Reimbursable Lunches	A la Carte Sales
SY2016/17	0	24,775	\$156,533.65
SY2017/18	389	24,722	\$152,152.07
SY2018/19	3499	27,488	\$146,327.10
SY2019/20	4237	18,820	\$99,614.60
SY2020/21	891	30,514	\$25,418.30
Clark Wilkins	Reimbursable Breakfasts	Reimbursable Lunches	A la Carte Sales
SY2016/17	0	35,417	\$30,882.80
SY2017/18	633	44,190	\$28,149.27
SY2018/19	7716	48,761	\$28,074.68
SY2019/20	6390	32,490	\$22,399.49
SY2020/21	1098	39,072	\$11,266.36
Mont Vernon Village School	Reimbursable Breakfasts	Reimbursable Lunches	A la Carte Sales
SY2016/17	0	12,703	\$11,887.65
SY2017/18	350	14,019	\$12,017.00
SY2018/19	3058	13,824	\$13,201.71
SY2019/20	2795	9283	\$8919.57
SY2020/21	82	9372	\$4680.48
Souhegan High School	Reimbursable Breakfasts	Reimbursable Lunches	A la Carte Sales
SY2016/17	2099	13,936	\$320,257.79
SY2017/18	1541	11,096	\$331,224.15
SY2018/19	1933	11,153	\$303,438.26
SY2019/20	9784	16,081	\$237,264.35
SY2020/21	6162	15,665	\$59,235.60

Summary: We only offered breakfast at SHS in SY2016/17. We ran a pilot breakfast program at all schools in SY2017/18. Permanent breakfast program were added at all schools beginning in SY2018/19.

SY2019/20 had only 113 days of in-school meal service. We did not offer a la carte sales via remote meal deliveries.

SY2021 had minimal a la carte sales at all schools. At AMS, parents were required to complete a PowerSchool survey, and the separate a la carte station in the cafeteria was not open for point-of-service sales. In a normal year at Clark Wilkins and Mont Vernon, a la carte sales are milk, water, and extra slices of pizza, french toast, pancakes, or waffles. Extra entrees were not offered at either school in SY2021. At SHS, the salad bar in the sunroom was not open most of the year. The vast majority of a la carte sales come from sales through the salad bar.

Athletics & Extra-Curricular Participation:

AMS					
	2016-2017 (632)	2017-2018 (615)	2018-2019 (638)	2019-2020 (646)	2019-2020 (646)
Fall Sports					
X-Country (boys) 5-8	22	42	42	38	32
X-Country (girls) 5-8	36	36	39	32	33
Soccer (boys) 6-8	40	31	40	42	35
Soccer (girls) 6-8	45	51	41	44	40
Volleyball (girls) 6-8	14	14	17	13	15
Winter Sports					
Basketball (boys) 6-8	25	30	27	28	COVID
Basketball (girls) 6-8	27	32	30	32	COVID
Spirit Cheer (5-8)	19	14	14	No Coach	COVID
Wrestling (5-8)	23	10	12	26	COVID
Spring Sports					
Baseball (7-8)	16	14	14	COVID	25
Softball (7-8)	14	17	15	COVID	21
Lacrosse (boys) 7-8	21	17	21	COVID	18
Lacrosse (girls) 7-8	21	20	25	COVID	23
Track & Field (5-8)	120	119	102	COVID	90
Extra-Curriculars					COVID
Chess Club	12	11	11	9	
Mural/Art Club	10	9	6	6	
Zentangle Club	New 2018-2019		10	6	
Community Art Club	15	8	7	13	
Plant/Flower Club	8	15	5	7	
Breakfast Reading Club	New 2019-2020			8	
Wizards & Warriors Club	10	11	5	9	
Cribbage Club	New 2019-2020			4	
Rock Band Club	New 2019-2020			4	
Fabric Art Club	3	6	4	3	
Bike/Running Club	New 2021-2022				COVID
Young Chefs Club	5	6	14	9	
Innovation & Design Club	11	4	4	10	
Theater Club	77	73	68	57 (Annie)	
Yearbook	4	5	4	4	
Band	187	168	153	134	
Chorus	224	254	237	226	
National Junior Honor Society					
Int. Basketball	24	21	20	10	
Int. Field Hockey	28	15	22	COVID	
Gaga Ball	25	21	15	COVID	
Flag Football	22	20	9	8	
*number for clubs & intramurals is the average for each day of participation					

SHS					
	2016-2017 (830)	2017-2018 (790)	2018-2019 (743)	2019-2020 (752)	2020-2021 (709)
Overall	496 (60%)	460 (58%)	426 (57%)	446 (59%)	401 (57%)
Fall	306	303	274	281	264
Bass Fishing	2018 – 1 st Year		6	12	No Coach
X-Country (co-ed)	45	38	40	49	52
Field Hockey	57	54	55	51	52
Football	40	66	43	49	55
Golf (co-ed)	25	15	16	7	8
Boys Soccer	56	43	40	44	35
Girls Soccer	31	35	33	34	25
Spirit	22	21	17	15	15
Girls Volleyball	30	31	24	20	23
Winter	224	198	221	222	151
Alpine (co-ed)	38	22	23	23	25
Boys Basketball	29	25	30	35	22
Girls Basketball	27	22	28	29	16
Bowling (co-ed)	21	12	13	12	8
Boys Hockey	12	15	14	16	10
Gymnastics	4	5	2	2	2
Girls Hockey	24	21	23	24	17
Indoor Track (co-ed)	23	30	37	38	23
Nordic (co-ed)	17	15	20	19	14
Spirit	11	0	0	0	0
Swimming (co-ed)	10	23	24	19	6
Wrestling	8	8	7	5	8
Spring	273	234	250	220	210
Baseball	30	25	29	30	25
Outdoor Track (co-ed)	52	46	60	53	59
Boys Lacrosse	45	41	32	30	33
Girls Lacrosse	40	41	39	37	36
Softball	27	18	29	26	18
Boys Tennis	10	11	16	10	11
Girls Tennis	40	30	29	25	17
Boys Volleyball	29	22	16	9	11

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



Policy Season 2021 – A Brief Guide

I. Overview

Each Policy Season is scheduled to begin in March (right after elections) with information gathering, followed by meetings of the Policy Committee to formulate recommendations in the Spring and early Summer, with recommendations brought to the SAU Board in late Summer for review, then the individual boards in early Fall for consideration and action. This Policy Season started late due to COVID-19 and the delayed election, with the Policy Committee organizing itself on June 15, starting reviews on June 29, and completing the review and recommendation process on August 3. There are four objectives for the Policy Committee, described below.

Style Note: Wherever possible, the Policy Committee has attempted to edit policies to provide a consistent style, including referring to the District and the Board instead of the School District and School Board, using gender neutral pronouns and nouns (Chair or Chairperson, they instead of he/she, etc.), and attempting to word policies so they can be consistent in the face of different organizational structures (SAU or District, Administrator vs Assistant Principal or Dean, etc.), but without losing the necessary elements of the policy in question.

a. B Policies Review

Policy Season 2021 (FY22) Objective I is to review all policies in Group B (School Board Governance and Operations). All B policies existing in the Districts and SAU, and all NHSBA Model policies were reviewed. Every Policy Season will address one or more of the major groups, so that every policy group is reviewed on a 7 year cycle. Policy Season 2022 (FY23) is scheduled to review all D (Fiscal Management) policies. Policy Season 2020 (FY21) reviewed A and K policies.

b. NHSBA Updates (Fall 2020 & Spring 2021)

Policy Season Objective II is to review and act on all NHSBA Policy Updates. NHSBA issues two updates every year, Spring and Fall. Updated policies generally reflect changes in State Law, Federal Law, Department of Education Rules, Court Decisions, or Guidance from the NH or US Departments of Education. New, Updated or recommended to be rescinded policies are categorized as PRIORITY (required by law), RECOMMENDED (NHSBA judgement), or OPTIONAL (generally a policy that isolated districts have requested to be formulated, but not generally of interest, concern or applicability to all districts). The NHSBA Fall 2020 and Spring 2021 updates were reviewed.

c. Board Member or Administration Requests

Policy Season Objective III is to consider Board members or administrator requests (solicited in the March information gathering phase) for new policies or amendments to existing policies.

d. Required by Law

Policy DFA (Investments) is required by law to be reviewed by every board every year. Therefore, DFA is automatically included in the Policy Committee list for review, and included in the packets for the SAU Board and each District Board to document that each Board has reviewed it. The Policy Committee recommends no amendments to DFA for FY22.

e. Reviewed, Not Recommended for Adoption

In addition to the policy recommendations below, the following NHSBA models policies were reviewed and were not recommended for adoption: BBB (School Board Elections), KEE (Website Accessibility and Grievances), JLCI (Coordinated School Health Program), BKA (Liaison with School Board Associations), BBBH (Organization and Operation of the SAU Joint Board), BBBF (Student-Member of the School Board), BJ (School Board Legislative Program), BBBB (Board Member Removal From Office), BBBE (Unexpired Term Fulfillment), BEAA (School Board Meeting Preparation), BEAB (School Board Member Use of Electronic Communication Devices During School Board Meetings), and GBEAB (Code of Conduct). These policies are not required, and reasons for being rejected by the

committee were: reiteration of the law with no added value, subject matter covered in another existing or recommended policy, or subject matter deemed not necessary for our districts or SAU.

II. B Policies

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
B	Policy on Public Statements	MVSD	No	Rescin d	Rescind, now covered by BCA	BCA
BA/BA- R	School Board Self-Evaluations and Goal Setting	ASD, MVSD, SCSD	Yes	Amend (New in SAU)	Parallel process and form as for Superintendent Evaluation and Goal Setting	AE-R
AE-R		MVSD	No	Rescin d	Only in MVSD, Covered by BA	BA
BAA	Evaluation of School Board Operational Procedures	MVSD	No	Rescin d	Rescind, now covered by BA	BA
BAAA	School Board Policies and Administrative Procedures	ASD, MVSD, SCAD	Yes	Amend (new in SAU)	Model amended to keep board informed of administrative changes (job descriptions, handbooks)	
BB	School Board Legal Status	MVSD	No	Rescin d	Optional, adds no value, only exists in MV	
BBA	School Board Powers and Responsibilities	ASD, MVSD, SCSD	Yes	Adopt	Based on Model, modified to make it simpler and a convenient reference.	
BBAA	Board Member Authority and Responsibilities	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Based on new model, with some existing language retained for emphasis.	
BBAB/ BDB	Roles and Duties of the Board Chairperson and Board Officers	ASD, MVSD, SCSD	Yes	Amend	Clarification of Vice-Chair role, no other changes (current version adopted Fall 2019). SAU39 common version combines NHSBA BBAB and BDB subject matter in one unified policy.	
BBBA	Board Member Qualifications	ASD, MVSD, SCSD	No	Adopt	Model language, with clarification that they apply to appointed vacancies as well. SAU Board to determine whether policy will allow/disallow Board Members to be substitutes.	
BBBC	Board Member or District Officer Resignation	ASD, MVSD, SCSD	No	Amend	Expansion of existing language to add current application process to the policy.	
BBBH	Organization and Operation of the SAU Joint Board	None	Yes	New	Describes the SAU Board, its organization, role, powers, and operation. Replaces existing BBBH- R.	BBBH-R
BBBH- R	Recognition of Organization & Operation of the School Administrative Unit (SAU) School Board	None	Yes	Rescin d (10/22/19)	Replaced by BBBH.	BBBH

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
BCA	School Board Member Code of Ethics	ASD, MVSD, SCSD	Yes	Amend (New in SAU)	Revised to be aspirational, blending model and existing version	
BCB	School Board Member Conflict of Interest	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Use new Model as it is clearer, more concise, and up to date.	
BDA	Board Organizational Meeting	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Uses existing ASD/SCSD language to be uniform across all districts and SAU.	
BDC	Elected and Appointed Board Officials	ASD, MVSD, SCSD	Yes	Amend	Rewritten for clarity. No change in policy.	
BDD	Board-Superintendent Relationship	ASD, MVSD, SCSD	Yes	Amend	Style edits only. No change in policy.	
BDE	Committees and Delegates	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Style and language edits only.	
BDF	Advisory Committees to the Board	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Model with small clarifications and style edits, no substantial change from existing policies.	
BDG	School Attorney/Legal Fees	ASD, MVSD, SCSD	Yes	Amend (new in ASD, SCSD, SAU)	Currently only in MVSD. Model with edits for style, clarity.	
BEA	Regular Board Meetings	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Style edits only.	
BEB	Emergency Board Meetings	ASD, MVSD, SCSD	Yes	Amend	Adopting current SAU language (most recent version in any district) across all districts.	
BEC	Non-Public Sessions	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Style edits only.	
BECA	Intra-board Communication By Email	MVSD	No	Rescind	Only exists in MVSD, not needed because of BHE.	BHE
BEDA	Public Notification of School Board Meetings	ASD, MVSD, SCSD	Yes	Amend	Style edits only.	
BEDB	Agenda Preparation and Dissemination	ASD, MVSD, SCSD	Yes	Amend	Style edits only.	
BEDC	Quorum	ASD, MVSD, SCSD	Yes	Adopt in SAU	No changes needed in existing policies (recently updated). Just note each policy was reviewed in A/M/S.	
BEDD	Rules of Order	MVSD	No	Rescind	Only exists in MVSD. Covered in BEDDA	BEDDA
BEDD A	Board Meeting – Rules of Procedure & Order	ASD, MVSD, SCSD	Yes	Adopt in SAU	Model language.	

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
BEDG	Minutes	ASD, MVSD, SCSD	Yes	Amend	Using model with specificity of “periodically”. Best line from all the Policy Committee notes this year: <i>“I agree with Christine with Amy’s agreement with Christine and with Beth’s further thoughts :).”</i>	
BEDH	Public Participation at School Board Meetings	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Blended NHSBA Model with existing practice as expressed in current versions, and style edits.	
BFE	Administration in Policy Absence	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Style edits.	
BG	Board Policy Process	ASD, SCSD	No	Rescin d	To be superseded by BGAA	BGAA
BGA	Policy Development System	ASD, MVSD, SCSD	Yes	Rescin d	To be superseded by BGAA	BGAA
BGAA	Policy Development System	ASD, MVSD, SCSD	Yes	Adopt	New Model, amended to reflect SAU 39 policy system and style, using NHSBA numbering	BG, BGA, BGB, BGC, BGE
BGB	Policy Adoption	ASD, MVSD, SCSD	No	Rescin d	To be superseded by BGAA	BGAA
BGC	Policy Review and Evaluation/Manual Accuracy Check	ASD, MVSD, SCSD	Yes	Rescin d	To be superseded by BGAA	BGAA
BGD	Board Review of Administrative Regulations	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Eliminate reference to non-existent Policy CHB, style edits.	
BGE	Policy Dissemination	ASD, MVSD	No	Rescin d	Only exists in ASD and MVSD, To be superseded by BGAA	BGAA
BGF	Suspension of Policies	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Adopts model, increases margins to pass temporary suspensions of policies in differing circumstances.	
BHC	Board Staff Communications	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Updates from Model blended with existing district policies and practices. Exists as BHC/GBD in SCSD only, so need PPC review before adoption in SCSD.	
BHE	School Board Use of Email	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Model language with style edits. Expands on existing policies based on Right-To-Know Law.	
BIA	New Board Member Orientation	ASD, MVSD, SCSD	No	Review only	No change to existing policies; just note that it was reviewed this year.	
BID	Board Review and Signing of Manifests	ASD	No	Rescin d	Covered in Policy DK.	
BIE	School Board Member Indemnification	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Adopt clearer model language with style edits, no significant change in policy.	43

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
BK	School Board Memberships	ASD, MVSD, SCSD	No	Amend	Recently updated to model language in ASD and MVSD. Adopt model language with clarity and style edits. Not needed in SAU	

III. NHSBA Updates

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
ADD	Safe Schools (Withdrawn, combined with EBB)	ASD, MVSD, SCSD	No	Rescin d	To be replaced with EBB.	EBB
EB	Workplace Safety Program and Joint Loss Management Committee (Recommended)	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	New model replaces EB/JLI, some content split into EBB.	JLI, EBB
EBB	School Safety (Required)	ASD, MVSD, SCSD	No	Adopt	John Glover had concerns, but voted to bring this version to the SAU for discussion. Companion to new EB.	ADD. EB
EHAC	Electronic/Digital Records and Signatures	ASD, MVSD, SCSD	Yes	Adopt	New policy based on Model to formalize use of electronic signatures.	
GBCD	Background Investigation and Criminal History Records Check (Required)	ASD, MVSD, SCSD	Yes	Amend (new in SAU)	Current versions in district out of date, adopt model and add in SAU. Reflects law as of latest NHSBA Update.	
GBCE	Training and Information Relative to Child Sexual Abuse Prevention (Recommended)	ASD, MVSD, SCSD	Yes	Adopt	New policy, model language with style edits and clarifications.	
JCA	Change of Class or School Assignment – Best Interests and Manifest Hardship	ASD, MVSD, SCSD	No	Amend	Merges existing JCA and JEC, model language implements new law, plus process clarifications plus style edits.	JEC
JEC	Change of School Assignment - Manifest Educational Hardship (Withdrawn)	ASD, MVSD, SCSD	No	Rescin d	Replaced by new amended JCA	JCA
JL	Student Rights and Responsibilities	ASD, MVSD, SCSD	No	Amend	Slight rewording using Model language with references to JIC and JICD.	JIC, JICD

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
JIC	Student Conduct	ASD, MVSD, SCSD	No	Amend	Use Model language, retaining preamble top level expectations (Souhegan Six) that exists in all current districts. References to "Code of Conduct" in model changed to "Student Handbook". Explicit references to MTSS-B removed. Adds annual board review of student handbook. Style edits.	Jl, JICD
JICD	Student Discipline and Due Process	ASD, MVSD, SCSD	No	Amend	Model language based on law changes. Notification period for parents of a student detention set to 12 hours. Style changes. No notable changes to existing core policy.	Jl, JICD
JLCF	Wellness	ASD, MVSD, SCSD	No	Amend	Significant rewrite of existing policies conforming to new Model, based on law and regulatory changes, current practice, and planned implementation of required objectives. Developed by Business Office and Sr. Administrators.	
JLCH	Do Not Resuscitate Orders	ASD, MVSD, SCSD	No	Adopt	New policy based on Model, reviewed by Nurses.	
JLCJ	Concussions and Head Injuries (Required)	ASD, MVSD, SCSD	No	Amend	New model based on new, retaining existing policy reporting requirement unique to our districts.	
JLI	Joint Loss Management Committee (Withdrawn)	ASD, MVSD, SCSD	No	Rescin d	Replaced by new EB and EBB.	EB, EBB.

IV. Board Member or Administration Requests

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
DID	Fixed Assets (Inventories)	ASD, MVSD, SCSD	Yes	Adopt	Language recommended by auditors makes no substantive change to existing process. Capitalization limit set at \$20K	
JFAB	Admission of Tuition and Non-Resident Students	ASD, MVSD, SCSD	No	Amend	Current policy with grace period reduced to 30 days, divorce language added from Model.	45

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
KICL	Public Access to SAU 39 Networks	ASD, MVSD, SCSD	Yes	Adopt	New policy to require members of the public who use SAU 39 networks to comply with our Acceptable Use Policy. Same requirements as for staff (GBEF) and students (JICL) who use our networks.	
Note: the following series of steps rennumbers some policies, replaces some with newer versions with different numbers, and add new policies with numbers that adhere to the NHSBA system that then cause existing policies to be renumbered. For ease of following, multiple sequential steps are outlined to get to the desired set of policies, names, and numbers, instead of just listing a more confusing set of end-state amended policies.						
GBEA	Staff Conflict of Interest	SCSD	No	Rescin d	Going to re-appear (modified) as GCR	GBEBE, GCR
GCR	Staff Conflict of Interest	ASD, MVSD, SCSD	Yes	Adopt	Old SCSD GBEA, with last paragraph removed because GBEBE covers it, renumbered, and adopted system-wide	GBEA, GBEBE
GBEA	Staff Ethics	ASD, MVSD, SCSD	Yes	Adopt	New model language recommended by NHSBA to align with Code of Conduct with Style edits	GBK (Souhegan)
GBEB	Staff Conduct	ASD, MVSD, SCSD	Yes	Adopt	New model language recommended by NHSBA to align with Code of Conduct with Style edits and clarification as to applicability	GBK (Souhegan)
GBK	Staff Conduct and Ethics	ASD, MVSD, SCSD	No	Rescin d	Rescind existing GBK (Conduct and Ethics), replaced by GBEA (Ethics), GBEB (Conduct)	GBEA, GBEB
GBK-R	Staff Complaints and Grievances Procedure	SCSD	No	Rescin d	To be replaced with new GBK in both SCSD and SAU	GBK (new)
GBK	Staff Concerns, Complaints, and Grievances	SCSD	Yes	Adopt	Provides non-unionized employees in SCSD and SAU with equivalent processes to those available in ASD/MVSD through CBAs.	
GBEBE	Employment of Relatives or Persons with Romantic Personal relationships	ASD, MVSD, SCSD	Yes	Adopt	New policy based on model.	GBEA (SCSD)
Note: the following series of policies are related						
KH	Commercialism in Schools (was Public Solicitation in Schools)	ASD, MVSD, SCSD	No	Amend	Consolidates topics related to commercialism from KH, KHA, and KHB into one complete policy that will be identical in all districts, and updated to reflect current practices.	KHA, KHB

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associated Policies
KHA	Commercial Promotion	ASD, MVSD	No	Rescin d	Consolidated into unified KH.	KH, KHB
KHB	Advertising in Schools	ASD, MVSD, SCSD	No	Rescin d	Consolidated into unified KH (note that SCSD KHB is equivalent to KHA and KHB in other districts)	KH, KHA
KCD	Public Gifts/Donations	ASD, MVSD, SCSD	Yes	Amend	Adds language to address plaques or equivalent recognition of donations.	

V. Required by Law

Policy ID	Title	Applie s to Distric ts	Appli es to SAU	New/ Amend / Rescin d	Recommendation	Associate d Policies
DFA	Investments	ASD, MVSD, SCSD	Yes	Review only	Each board is required by law to review this policy each year. Committee reviewed and recommends no change.	

As Prepared by Steve Coughlan, Policy Sub-Committee Secretary and Souhegan Cooperative School Board Member

For SAU ONLY

SAU39 POLICY

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

SAU39 POLICY

BBBH - ORGANIZATION AND OPERATION OF SAU JOINT BOARD

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
<i>Dist 1</i>	<i>738</i>	<i>3</i>	<i>46</i>	<i>49</i>	<i>6</i>	<i>8.17</i>
<i>Dist 2</i>	<i>498</i>	<i>3</i>	<i>31</i>	<i>34</i>	<i>2</i>	<i>17</i>

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. Treasurer (appointed from among board members)
 - c. 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.

SAU39 POLICY

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.

For Approval to Other Boards
Not for SAU Adoption

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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 a school administrative unit or by a District within a 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 and teacher's aide.

The same qualifications shall exist when the Board seeks to fill vacancies.

Legal Reference:

RSA 197:26, Vacancies

RSA 671:14, School District Elections: Qualifications

RSA 671:18-19, School District Elections: Nominations

RSA 671:33, Vacancies

AMHERST, MONT VERNON, and SOUHEGAN POLICY

BBBC – BOARD MEMBER OR DISTRICT OFFICER RESIGNATION AND VACANCY APPOINTMENT

Any citizen who files for and seeks election to the Board should do so with full knowledge of an appreciation for the investment in time, effort, and dedication expected of all Board members and that the citizen's intent is to serve a full term of office.

However, if for reasons of health, change in domicile, or any other compelling reason a member decides to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for a replacement.

A letter of resignation should be sent to the Board Chairman with a copy to the District Clerk.

Vacancies shall be filled by appointment in accordance with RSA 197:26 and RSA 671:33 as they may be from time to time amended.

As part of the process to fill vacancies, the Board shall request that qualified voters of the District make application to the remaining members of the Board by way of letters of intent, listing qualifications, background education, and a statement as to why they wish to serve on the Board.

The Board shall review the letters of intent and may interview each applicant, if available, before reaching a decision as to the appointee.

The appointee shall serve as a full member of the Board until the next election.

Statutory References:

RSA 197:26

RSA 671:33

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BK – BOARD MEMBERSHIPS

It is the policy of the Board to be a dues-paying member of the New Hampshire School Boards Association. The Board shall endeavor to participate as fully as reasonably feasible in the activities of the New Hampshire and National School Boards Associations. The Board Chair shall communicate to those associations regarding the Board's concerns and official positions on matters of common interest and concern. The Board will endeavor to be represented at meetings of the state association by a duly elected delegate who must be a member of the Board.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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 Board policy EBCA. 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 busses, 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.

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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.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

RSA 281-A:64, Safety Provisions

N.H. Dept. of Education Administrative Rule – Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JCA – CHANGES OF CLASS OR SCHOOL ASSIGNMENT – BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a District's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

A. Best Interest Re-Assignment – Determination by Superintendent.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to a another class within the school, or to another public school or public academy in another district.

The authorization granted Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or otherwise with the parent's/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, and social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure:

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information. The written request should be mailed or delivered to the SAU office, or emailed to the Superintendent at the email address provided on the District's website for the then current Superintendent.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, or to a public school or public academy in another district.
- d. At the reassignment meeting, the parent or guardian may present documents, witnesses, or other relevant evidence supporting their belief that reassignment is in the best interest of the student.
- e. The Superintendent may present relevant information prior to or during the reassignment meeting.
- f. In determining whether reassignment is in the student's best interest, the Superintendent shall consider the student's academic, physical, personal, and social needs.

2. Finding Reassignment is or is not in Best Interest.

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- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
 - b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school; or
 - ii. The student's transfer to a public school or public academy in another district.
 - c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/ guardian may request a hearing before the Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.
3. Tuition Determination. If a student is to be reassigned to another public school or public academy in another district as a result of a best interest determination, then the Superintendent shall work with the Superintendent of the receiving district to establish a tuition rate for such student. Pursuant to RSA 193:3, I (g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. Transportation: Transportation for a student reassigned to schools in another district under this section A (best interest) shall be the responsibility of the parent or legal guardian.
5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

B. Manifest Educational Hardship – Determination by Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be

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so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

- a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
- b. The Superintendent shall duly notify the Board that the parent/guardian has requested a manifest educational hardship hearing, upon which the Board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
- c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student attend a public school or public academy in another district. The Superintendent shall provide such request to the Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
- d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the Board in reaching its decision. The Superintendent and parent/guardian shall have the right to examine all evidence and witnesses. Formal rules of evidence shall not apply. The Superintendent will assure that the means for the Board to establish an adequate record of the hearing.
- e. The parent or guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
- f. The Board will render its decision in writing within seven (7) days after the hearing, and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed. 320(c)-(e).

3. Finding of Manifest Educational Hardship. If the Board finds that the student has a manifest educational hardship, the Board shall grant the parent's/guardian's request to re-assign the student to another public school or public academy in another district.

4. Finding Manifest Educational Hardship not Established – Appeal to the New Hampshire State Board of Education. If the Board finds that the parent/guardian has not met their burden of proof, then the parent/guardian may appeal the Board's decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed. 204.01 (g). SBOE.

5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship – by either the Board or the SBOE – a student of the District is

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assigned to attend school in another district, or a student from another district is assigned to a school in this District, then the district in which the student resides shall pay tuition to the district to which the child is re-assigned. Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. **Transportation**: Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.
- C. **Admission Requirements**. Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.
- D. **Statutory Reassignment Limit**. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the Board votes to exceed this limit.
- E. **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation**. Students reassigned under this policy will be counted in the average daily membership in residence of a given student's resident school district. Said student's resident district will forward any tuition payment due to the district to which the student was assigned.
- F. **Notice to the Department of Education**. The Superintendent of the student's resident SAU will notify the SBOE within thirty (30) days of any reassignment made under this policy.
- G. **Special Education Placements**. A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References:

Ed RSA 193:3, III, Change of School Assignment

RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

N.H. Dept. of Education Administrative Rule Ed. 320 [Pending revision]

JFAB – ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

I. Residency

Residency for the purpose of enrollment in our School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Admission of Non-Resident Students

- A. Individual non-resident students may be considered for admission to the District only under the following four stated conditions:
1. A resident student who moves from the District during the school year may continue as a non-resident student through the end of the school year. The District of Residence must agree to pay the tuition rate (as calculated in Section III), pro-rated, for the time that they are not legal residents of our District, plus agree to be responsible for special education costs. However, if the resident student moves from the District after March 31, (January 31 if the student is a senior), the tuition and the need for an agreement with the District of Residence will be waived.
 2. Non-resident students who are children of employees of the Amherst, Mont Vernon, or Souhegan Cooperative School Districts, or the SAU 39 Office, may attend the District if space is available. These students are not exempt from the requirement to have an agreement with their District of Residence, regarding payment of special education costs, prior to admission. Non-resident employees should submit requests for admission to the Superintendent no later than May 15th of the preceding school year. If there are more applicants than available spaces, students currently attending a particular school will have preference over a student who is not currently attending that particular school. Otherwise, the determination will be made by lottery. The Superintendent shall notify employees whether or not their child(ren) can be accommodated by July 15th. Successful applicants shall pay 25% of the tuition rate as calculated in Section III. Employees who leave employment within the SAU or its Districts must withdraw their child(ren) unless the new district of residence agrees to pay the tuition rate as calculated in Section III, (pro-rated) and any special education costs for the remainder of the school year.

The availability of space in a particular program or class shall be determined by the Superintendent and shall include consideration of the overall number of students in that program or class, any applicable state or local mandates for program or class size, the particular demands on teacher time presented by students currently scheduled for that program or class, a reasonable estimate of the number of new resident students who may join that program or class during the school year in question, and any other relevant criteria.

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3. Students from other countries, who are the guests of District residents and participating in a federally recognized education exchange program, may be admitted if space is available. Admitted students will not be charged tuition, but the District will not provide such students with special education, English as a Second Language, post secondary or other special programs.
4. Children of non-resident parents, who will be moving into the District during the school year, may be admitted prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. There must also be a written agreement between the District and the student's school district of residence regarding payment of tuition (as calculated in Section III), prorated, and special education costs for the period of time that the student is not a resident of our District.. Such request shall be supported by appropriate documentation such as a bona fide lease or a purchase and sale agreement, properly executed. If the lease or purchase and sale agreement indicates that residency will be established within 30 calendar days of the date the student is enrolled the need for an agreement with the District of Residence and tuition charges will be waived.

In the above four circumstances, admission may be denied to any non-resident student who has been suspended or expelled, or involved in suspension or expulsion proceedings, in another District or whose behavior while a student in the District has had, in the sole judgment of the Superintendent, a negative impact on the resident students of the District. The decision to admit each non-resident student shall be made annually by the Superintendent and the decision of the Superintendent shall be final.

- B. If a student's parents are divorced and the student lives primarily out-of-district, student may nonetheless attend schools within the District and considered a resident of the District for school attendance purposes provided: (1) the divorce decree allows the student to attend the District; (2) or provided the parents have agreed in writing that the student may attend the District and such written agreement is provided to the District. Students in this situation will not be charged tuition.

In a divorce decree, or parenting plan developed pursuant to RSA 461-A, a child's legal residence for school attendance purposes may be the school district in which either parent resides, provided the parents agree in writing to the district the child will attend and each parent furnishes a copy of the agreement to the school district in which the parent resides. Transportation will not necessarily be provided for students admitted under this provision and under corresponding law. The Superintendent or designee will make all determinations as to whether transportation will be provided in such circumstances. The Superintendent or designee's decision will be final.

III. Tuition for Non-Resident Students

For the purpose of determining the tuition rate, the cost per pupil as reported on the MS 25/DOE 25 will be used. A signed tuition agreement, approved by the Superintendent, shall be on file in the SAU #39 office prior to attendance. Tuition, where applicable, shall be pre-paid in quarterly installments or, if appropriate, through payroll deductions. Tuition shall not be reimbursed if the student leaves the District, voluntarily or involuntarily, during the period for which payment has already been made. Failure to pay tuition as due shall be grounds for revoking the admission of non-resident tuition students. Section IV below outlines limited special circumstances under which tuition may be waived.

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IV. Responsibility for Services not Included in the Calculation of the Tuition Rate

The District will not provide transportation to any non-resident students.

NH State Law guides the District's view of the responsibility for the provision of Special Education Services. Section 186-C: 13 states that "All expenses incurred by a school district in administering the law in relation to education for educationally disabled children shall be paid by the school district where the child resides".

V. Tuition Agreements with other School Districts

The District may enter into one or more agreements with other school districts or agencies for the admission of non-resident students with payment of tuition by the sending district or agency. The admission of such students under these circumstances shall be governed by the terms of said agreements.

VI. Other Situations

It is not possible to anticipate all situations that may arise. Notwithstanding any provision of this policy, the District reserves the right to charge tuition or to deny admission to any non-resident student. The District also reserves the right to admit non-resident students and waive tuition in situations not discussed in this policy.

Legal References:

RSA 186-C: 13, Special Education; Liability for Expenses

RSA 193:3, Change of School or Assignment

RSA 193:12, Legal Residence Required

JI – STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities shall be published annually in the applicable student handbook, and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to Board Policies JIC and JICD.

Legal References:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

JIC – STUDENT CONDUCT

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Student Handbook for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Student Handbook, or classroom rules is prohibited. Response to violations of the Student Handbook, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Student Handbook and Board policy JICD.

B. Student Handbook/Conduct

Student conduct is to adhere to the following behavioral expectations:

1. Respect and encourage the right to teach and the right to learn at all times.
2. Be actively engaged in the learning; ask questions, collaborate, and seek solutions.
3. Be on time to fulfill your daily commitments.
4. Be appropriate; demonstrate behavior that is considerate of the community, the campus, and yourself.
5. Be truthful; communicate honestly.
6. Be responsible and accountable for your choices.

The School Board delegates to the Superintendent, in consultation with the appropriate building administration, counselors, and community council where appropriate the responsibility of adopting and implementing a Student Handbook with such age-appropriate rules and regulations for each school as the superintendent deems necessary to implement the objectives of this policy, and reflects a tiered system of support and prevention including school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Student Handbook for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory

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authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Student Handbook.

The Student Handbook shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
 - the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Student Handbook should include age appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Student Handbook, complete with the information set out in section B.4, above, shall be contained in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, the building Principal shall assure student awareness of the Student Handbook and

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other District policies and building rules through postings and periodic announcements.

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Student Handbook. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Legal References:

RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education

RSA 193:13, Suspension and Expulsion of Pupils

RSA 193-D:4, Written Report Required

RSA 631:2-a, Simple Assault

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

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JICD – STUDENT DISCIPLINE AND DUE PROCESS

A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Student Handbook.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. **"Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Student Handbook, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Detentions are not appealable.

2. **"Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. **"Detention"** means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Student Handbook, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 12 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing

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of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. **"Temporary Reassignment"** or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 12 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Student Handbook____, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. **"Probation"** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.
6. **"Out-of-school suspension"** means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.
 - a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).¹

The Superintendent or his/her written designee² is authorized to suspend a student for ten (10) school days or less.

A short term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of students or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Student Handbook ____.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Student Handbook _____.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision

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explaining the disciplinary taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).³

- b. Long-term suspension. A “long-term suspension” is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a student for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D⁴;
- ii. bullying pursuant to Board policy JICK when the student has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g)**, including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension. Any long-term suspension issued under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's *[or other person designated under B.6.b, above]* hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.
- e. Alternative Educational Services. The school shall provide alternative educational services to a suspended student whenever the student is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the student to advance from grade to grade.

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- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a student is suspended **more than 10 school days in any school year**, upon the student's return to school the school district shall develop an intervention plan designed to proactively address the student's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.
7. **“Expulsion”** means the complete denial of a student's attendance at school for any of the reasons listed in RSA 193:13, II and IV. An expulsion may be for either a stated duration or permanent.
- a. Grounds for Expulsion. Any student may only be expelled by the School Board, and only for the following grounds:
- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII⁵;
 - iv. Criminal threatening pursuant to RSA 631:4, II(a)⁶; or
 - v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1⁷, or under the Gun Free School Zones Act, unless such student has written authorization from the Superintendent.

Before expelling a student, the Board shall consider each of the following factors:

- (1) The student's age.
- (2) The student's disciplinary history.
- (3) Whether the student is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the student.
- (5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the student.

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- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f)(3) through 317.04 (m)**⁸ are followed.
- c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.
- d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion. _

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

- 1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
- 2. Review and reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.
- 3. Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the student had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

- D. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a

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violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

- E. Sub-committee of Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

- F. Superintendent and Principal Designees.**

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

- G. Disciplinary Removal of Students with Disabilities.**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

- H. Notice and Dissemination.**

This policy shall be made available to families, students and staff as provided in Board policy JIC.

- I. Conflict in Law or State Regulation.**

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

Legal References:

18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of students
RSA Chapter 193-D, Safe Schools Zones
RSA 631:4, Criminal Threatening
RSA 651:5, XIII "Act of Violence"
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of students Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

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JLCF - WELLNESS

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

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

I. DISTRICT WELLNESS COMMITTEE.

The Superintendent, in consultation with the Director of School Nutrition, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy.

The Superintendent, or his/her designee, shall convene a representative District Wellness Committee, whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent, or his/her designee, shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of persons serving on the Committee.

The District Wellness Committee shall meet no less than two times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, parents, students, physical education and/or health education teacher(s), school administrators, a school board member, school nurse, school counselors, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent or his/her designee. The SAU Board shall appoint a School Board member at the organizational meeting. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. Implementation Plan.

The Wellness Committee will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the

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Alliance for a Healthier Generation [*Healthy Schools Program*](#), and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30th of each school year and provided to the Superintendent.

B. Annual Notification of Policy.

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee), in addition to on how the public can get involved with the District Wellness Committee.

C. Triennial Progress Assessments.

Every three years, the Director of School Nutrition will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

D. Recordkeeping.

The Superintendent, or his/her designee, will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach and Communications.

The District will communicate ways in which representatives of the District Wellness Committee

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and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION.

A. School Meals.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP). District schools are committed to offering school meals that:

- Are accessible to all students;
 - Are appealing and attractive to children;
 - Are served in clean and pleasant settings;
 - Promote healthy food and beverage choices; and
 - Meet or exceed the USDA Smart Snack in School Nutrition Standards. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at: <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
 - Are Smart Snack compliant including:
 - Beverages: Carbonated drinks and drinks with a sugar content that exceed USDA Guidelines will not be sold on school property during the school day.
 - Foods: Any item sold individually:
 - Shall meet or exceed nutritional guidelines established by the USDA
 - Shall have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fats per serving;
 - Shall contain no trans fats;
 - Shall have no more than 35% of its weight from added sugars;
 - Shall contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups;
 - Shall contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
 - A choice of at least two fruits and/or non-fried vegetables shall be offered for sale during the school day at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).
- Portion Sizes
Limit portion sizes of foods and beverages sold individually to those listed below:

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

B. Staff Qualifications and Professional Development.

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at: <https://www.fns.usda.gov/school-meals/professional-standards>

C. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the day.

Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at: <https://www.fns.usda.gov/school-meals/smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book

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covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.

- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

D. Celebrations and Rewards.

All foods offered by school employees, during the school day, on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

E. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to three bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

F. Nutrition Promotion.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>.

G. Nutrition Education.

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The District will model, teach, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum (grades 5-12) so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in each school cafeteria

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- All staff will be familiar with our wellness policy and teachers who are directly educating students on nutrition and wellness will receive additional training.

IV. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including movement breaks such as: recess, classroom physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule, teachers will be encouraged to offer periodic opportunities for students to be active or to stretch throughout the day.

B. Before and After School Activities.

The District will support opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will provide at least one district-wide farm to table family dinner or similar activity each school year.

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V. PROFESSIONAL LEARNING.

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.

Legal References:

42 U.S.C. 1751, Richard B. Russell National School Lunch Act
42 U.S.C. 1771, Child Nutrition Act of 1966
Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004
The Healthy Hunger-Free Kids Act of 2010
7 C.F.R 210, National School Lunch Program
7 C.F.R 220, School Breakfast Program
RSA 189:11-a, Food and Nutrition Programs
N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), Wellness
N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition Services
N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science
Education Program (middle schools)
N.H. Dept of Education Administrative Rule – Ed 306.40, Health Education Program

JLCH - DO NOT RESUSCITATE ORDERS

A. DNR Order & Authorization Requirements. A Do Not Resuscitate (DNR) Order must meet the following criteria:

1. An order with the original signature of a physician or advanced practice registered nurse (APRN), and a form meeting the requirements of RSA 137-J:26 (e.g., a state or local Emergency Medical Services (EMS) Do Not Resuscitate/Do Not Attempt to Resuscitate form) must be completed by the physician/APRN and the parent/guardian and submitted to the school. Photocopies or facsimiles are not acceptable. The physician/APRN order may be included on the DNR form.
2. When a student is 18 years of age or older, the DNR authorization must be made by the student, unless custody of the student has been legally awarded to a parent/guardian.

B. Procedures for and after Presentation of DNR Form to District.

1. A DNR order should only be received on behalf of the District by the school nurse or Principal. Any other employee receiving a DNR order for a student should immediately provide the original DNR order to the school nurse or Principal.
2. Once the school nurse or Principal has received a DNR order, that fact shall immediately be communicated to the Superintendent, the school nurse and the Principal.
3. The Principal will promptly schedule a conference with the parent/guardian, the local EMS providers, appropriate school staff, with health providers as necessary. A plan of care, which follows the physician's/APRN orders, will be developed and include goals, outcomes and delegation of care to be addressed in the student's Individualized Healthcare Plan (IHP). The healthcare plan will be written by the school nurse, in collaboration with the parent/guardian, and is to be reviewed at the beginning of each school year and as part of each IEP and/or 504 plan (if applicable) and updated as needed. All proceedings are to be documented in the student's health record. The IHP will specify which life-sustaining procedures will be used by district personnel in the case of an emergency.
4. The physician/APRN's order and EMS DNR form must be documented on the student's Emergency Card and in the student's health record. DNR orders are to be reviewed at the beginning of each school year and as part of each IEP or 504 plan (if applicable).
5. Student confidentiality will be maintained as much as possible. Only school staff with a legitimate need-to-know will be informed of the DNR order. The parent(s)/guardian(s) will be advised that anyone who is not directly informed about the DNR order will otherwise follow Board policy and initiate resuscitation.
6. The school nurse will be responsible for ensuring that all staff members who are to be informed of the DNR order are trained to follow the expected procedures as delineated in the student's healthcare plan.

C. Procedures for Implementing a Do Not Resuscitate Order.

YLCH - DO NOT RESUSCITATE ORDERS

If a student with a DNR order suffers a cardiac or respiratory arrest at school, the following will be implemented:

1. Activate Emergency Medical Services.
2. Contact the parent/guardian – whenever possible, two school personnel together should contact the parent/guardian.
3. Isolate the student and maintain as normal an atmosphere as possible in the school or site.
4. Contact the physician who wrote the DNR order – only if time permits.
5. If a student with a DNR order dies while at school, the school principal or designee will inform the appropriate state or local medical officials, the Superintendent, and the school nurse as soon as possible. The body may not be moved until authorized by the Office of the Medical Investigator.
6. Grief counseling resources for school employees can be obtained from the Employee Assistance Program; and for students, from the Student Support Services Non-Crisis Counseling Team.
7. When appropriate, a District Crisis Counseling Team will be activated to provide assistance at the school.

D. Revocation of a Do Not Resuscitate Order.

1. The DNR order may be revoked at any time by:
 - a. Physical destruction of the DNR Order form with the consent of the authorized decision-maker; or
 - b. An oral statement by the authorized decision-maker.

For the purposes of this section, “authorized decision-maker” shall mean the student/s parent/guardian, the student if over the age of eighteen unless custody of the student has been legally awarded to a guardian, or a health care “agent” (i.e., adult to whom authority to make health care decisions is delegated under an advance directive meeting the requirements of RSA 137-J:20).

2. Staff who have been informed about the original DNR order will be informed of its revocation.
3. Written record of the revocation will be made on the student's health record.
4. The fact of the revocation will be communicated in writing to the Principal, Superintendent, school nurse, and physician/APRN who issued the DNR.

Legal References:

RSA 137-J:26, Issuance of a Do Not Resuscitate Order

RSA 137-J:27, Compliance with a Do Not Resuscitate Order

RSA 137-J:29 Revocation of Do Not Resuscitate Order

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487

JLCH - DO NOT RESUSCITATE ORDERS

The Rehabilitation Act of 1973, Section 504, 20 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

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JLCJ – CONCUSSIONS

The District is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Board is aware that head injuries, including concussions, can happen to any student, not just an athlete, and that the risk of catastrophic injuries or death is significant when a concussion or other head injury is not properly evaluated and managed.

Section A of this policy applies to all students of the District who experience or are suspected to have experienced a concussion or other traumatic brain injury, whether in school or out, while Section B pertains to student-athletes, and other students participating in school sports or other district athletic activities.

A. Provisions relating to all Students Who have Experienced a Concussion or Traumatic Brain Injury.

1. Definitions: For purposes of this policy, the terms below will have the ascribed meanings.

"Head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

"Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment (physician, advanced registered nurse practitioner, licensed physician's assistant, or dentist).

"Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 through 12.

"Sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including, without limitation, all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

2. Duty to Report. All District employees shall report any accident or incident which involves a student head injury. The report should be filed in the same manner provided under Board policy EBBB as for that of any accident requiring first aid. Additionally, Teachers should report to the school nurse (or administrator in charge if the nurse is unavailable) if the student appears to have any difficulty with academic tasks that the teacher believes may be related to concussion. The school nurse will notify the student's parents of guardians and treating health care provider.

3. Return to Learning Protocols. After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or his/her designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning reentry plan. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:

- Step-by-step instructions and details for students, parents/guardians and school personnel;
- Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;

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- Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;
- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
- Any provisions relative to “return-to-play” for student-athletes;
- A plan for communication and coordination among school personnel and with the parents/caregivers and the student’s medical provider.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

4. Concussion Awareness and Education. To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

B. Provisions relating to Students Participating in Sports and Athletic Programs.

Consistent with the National Federation of High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

1. Compliance with NHIAA Procedures and Protocols. All coaches, officials or licensed athletic trainers will comply with NHIAA recommended procedures for the management of head injuries and concussions.
2. Immediate Removal from Play and other NHIAA Protocols. Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice (including tryouts or trainings) or during a competition shall immediately remove the student-athlete from all physical activity.
3. “Return to Play”. A student-athlete who has been removed from play shall not return to play on the same day, nor until (a) a Return to Learning Plan has been established consistent with paragraph A.3 of this policy, (b) he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider stating the student-athlete is symptom free and may return to play, and (c) the student-athlete’s parent/guardian provides written permission for the student-athlete to return to play.

The District shall limit a student-athlete's participation as determined by the student's treating health care provider, unless, based upon the judgement of the coach or licensed athletic trainer greater limitations are appropriate.

If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the coach must immediately remove the student-athlete from play. Depending on previous instructions, the athlete may need to be re-evaluated by the health-care provider, or may have to return to the previous step of the return-to-activity program.

4. Parent Information Sheet. On a yearly basis, the Athletic Director shall assure that a concussion and head injury information sheet is distributed to each student-athlete and the athlete's parent/guardian

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prior to the student-athlete's initial practice (including try-out) or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.

5. Coach Training. All coaches, including volunteer coaches, will complete training in head injury and concussion management as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations.
6. Annual Review of NHIAA Concussion Protocols by Athletic Director. No less than annually, the Athletic Director or their designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA [and the District's on-call physician]. The Athletic Director shall takes steps to implement the then current procedures and protocols as soon as possible.

Reporting

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

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

Legal References:

RSA 200:49, Head Injury Policies for Student Sports
RSA 200:50, Removal of Student-Athlete
RSA 205:51, School Districts; Limitation of Liability
RSA 200:52, Definitions
RSA 200:63, Head Injuries; Return to Learning and Plan

KH – COMMERCIALISM IN SCHOOLS

A. General Provisions.

As a general policy, there will be no solicitation in school facilities for any purpose whatsoever. No commercial enterprise may be represented in the schools and there will be no sale of goods or services on the premises. The following activities are allowed under this policy, after notification to the Principal: (1) An activity conducted by a class, school club or team for the purpose of raising funds for a worthwhile service to the school; (2) PTA/PTSA/"Booster Club" membership activity; (3) Private music lessons given on premises after school hours; (4) Sale of class insignia jewelry and yearbooks; (5) Book fairs or similar activities to supplement ; and (6) operation of a school store under faculty supervision.

Any request for the exception to this rule must be submitted in writing to the School Board or its agents (Superintendent and/or Principal) at least 30 days prior to the implementation of the requested activity.

The School Board reserves the right to grant exceptions.

These restrictions do not apply when facilities are rented by an outside organization.

No funds will be solicited from employees in school facilities or property by any organization, or by individuals not employed by any District or the SAU, without prior approval.

B. Commercial Promotions

Commercial promotions that support educational objectives within schools are allowed, with the following restrictions:

- a. Participation in the promotion must benefit students, schools, or the District;
- b. Student participation is voluntary;
- c. Parents and families are not unduly pressured to make purchases to redeem their student's award or reward;
- d. Participation in the promotion is subject to approval by the Principal, and must be coordinated among all schools within SAU 39.

C. Advertising

Neither the facilities, the name, the staff, nor the children of the schools, school system, not any part thereof shall be employed in any manner for advertising or otherwise promoting the interests of any commercial or other non-school agency or organization except that:

- The school may cooperate in furthering the work of any nonprofit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools;
- The schools may use films or other educational materials bearing only simple mention of the producing or sponsoring firm;

KH – COMMERCIALISM IN SCHOOLS

- The schools may participate in radio or television programs under acceptable commercial sponsorship when such participation is supplementary or beneficial to the program of the school.

Advertising of commercial products and services in the schools is prohibited, except for items or services sold as part of normal school operations.

- The Superintendent may, at his/her or discretion, announce or authorize to be announced any lecture or other community activity of educational merit;
- The schools may, upon approval of the Superintendent, cooperate with any governmental agency in promoting activities in the general public interest which are nonpartisan and non-controversial, and which promote the education or other best interests of the pupils;
- School publications may accept and publish paid advertising under established procedures. Revenues from paid advertising shall be managed under the direction of the SAU 39 Business Administrator.

Promotional literature will not be distributed through the schools except for recognized educational and youth-oriented organizations.

D. Recognition of Donations and Facility Naming

Donations to a school or District are governed under Policy KCD, Public Gifts/Donations. Naming of facilities is governed under Policy FF, Dedication and Naming of Facilities.

Policies for SAU FIRST READ & Approval to Send to Other Boards

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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

3: **Meets** expectations

2: **Approaches** expectations

4: **Exceeds** expectations

Please explain your rating.

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

1: **Does not meet** expectations

3: **Meets** expectations

2: **Approaches** 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

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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 fulfill 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

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BBA – 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

^[1]_{SEP}Appendix: BBA-R^[1]_{SEP}

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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 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.
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.

BCB – BOARD MEMBER CONFLICT OF INTEREST

As elected officials, school 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. 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 his or her interest in the public schools and his or her interest in his or her 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 employ a teacher or other employee if that teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law 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. Such a relationship will not automatically disqualify a job applicant from employment with the school district.

However, the Board member shall declare his/her relationship with the job applicant and will refrain from debating, discussing, or voting on a nomination or other issue. In the case where the relationship is with the Superintendent, the Superintendent shall disclose the relationship to the Board as early as possible in the recruitment/selection process for the open position or in the case of someone currently employed by the district, before recommending any job related action pertaining to the individual. The Board shall determine whether, were the candidate selected, the supervisor - subordinate relationship between the Superintendent and the prospective employee will be sufficiently indirect, to not disqualify the candidate. If not disqualified, and prior to candidates for the position being screened and a nominee being selected, or the Board approving any job related action, the Superintendent and the Board shall agree on a mechanism to address the conflict of interest. Where practical, the Board may designate another district staff member to fulfill the role of the Superintendent for the selection of a nominee for the position or take appropriate alternative steps. The job applicant is expected to declare his/her relationship with the Board member or Superintendent as well.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adoption of this policy, or a Board member's election.

Legal References:

Marsh v. Hanover, 113 NH 667 (1973) and

Atherton v. Concord, 109 NH 164 (1968)

RSA 95:1, Public Officials Barred From Certain Private Dealings

AMHERST, MONT VERNON, SOUHEGAN, AND SAU39 Policy

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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.

BDF – ADVISORY COMMITTEES TO THE BOARD

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^{[1][2]}_[SEP]

Revised: May 2006

Reviewed: February 2004

Revised: July 1998

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 meet 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

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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 Superintendent 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

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).

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. 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. 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. *[Districts should check their current agenda policy to remove or resolve any conflicting language. NHSBA's sample is BEDB].*
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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

9. 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. 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. 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. 12. The presiding officer should, in accordance with the duties of all board members, vote on every issue.
13. 13. No item may be discussed or decided upon in non-public session except as provided under RSA 91-A:2 and 3. See also Board Policy *{**}BEC*.

Motion	Debatable	Votes Required to Pass
Amend Motion	Yes	51%
Limit Debate (e.g., time limits or # of times each 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 <i>*All votes in non-public must be by roll call</i>	No	2 members
Recess	Non-debatable	51%
Adjourn	Non-debatable	51%

1. 14. Abstentions are noted and counted, but do not affect the outcome of the vote.
2. 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.
3. 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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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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.

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Legal References:

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

RSA 91-A:3, Non-Public Sessions

U.S. Const., 1st Amendment

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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*.

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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* Board, 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 rescission) 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.

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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.

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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.

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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.

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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 principals. 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, Staff are reminded 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.

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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

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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)

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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

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

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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. Electronic Records.

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. Electronic Signatures.

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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.

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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.

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- 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

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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

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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.

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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.

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.

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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 individual'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.

Reviewed Only

BIA – NEW BOARD MEMBER ORIENTATION

A new member, or any person designated for appointment as a new member of the Board, is to be afforded the Board's and the staff's fullest measures of courtesy and cooperation. Board and staff shall make every feasible effort to assist the new member to become fully informed about the Board's functions, policies, procedures, and problems.

1. A special meeting may be convened for the primary purpose of orienting the new member to his or her responsibilities, to the Board's method of operating, and to school district policies and problems.
2. The new member is to be provided with copies of all appropriate publications and aids, including the Board policy manual.
3. The Board Chairperson, and members of the administrative staff, will also confer with the new member as necessary on special problems or concerns.

DFA - INVESTMENT

Category P

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

OBJECTIVES

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

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

STANDARDS OF CARE

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

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

The Board will periodically review the investment policy.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

Appendix: DFA-R