

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

Mont Vernon School Board Meeting

Thursday, October 14th, 2021 – 6:00 PM

Mont Vernon Village School- MPR
1 Kittredge Road, Mont Vernon NH

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order	None
Public Input I of II	6:00 PM		None
Student/ Teacher Presentation	6:05 PM	Board to receive a presentation on “ A Day in the Life of a First Grader”	None
Consent Agenda -Approval	6:15 PM	<ol style="list-style-type: none"> 1. Aug. 2nd, 2021 Draft Minutes 2. Sept. 14th 2021 Draft Minutes 3. FY’ 23 School Calendar- Approved 4. MVVS Organizational Chart 5. MVSD Sept. Facilities Update 6. Policies from SAU Sept. 20th Meeting 	08 02 2021 Draft Minutes 09 14 2021 Draft Minutes FY’ 23 School Calendar MVVS Organizational Chart MVSD Sept. Facilities Update Policy Packet
Principal’s Report	6:30 PM	MVVS Principal, Mr. Thomas Lecklider, to present his Principal’s Report	Oct. 2021 Principal’s Report
Board Goals	6:45 PM	Discussion on Board Goals	None
Middle School Tuition Committee	6:55 PM	Update on Middle School Tuition Committee	None
FY’ 23 Budget Presentation	7:15 PM	SAU #39 Business Administrator, Ms. Amy Facey, to present the FY’ 23 Budget	None
Co-Curricular Proposals	7:45 PM	Board to discuss Co-Curricular Proposals for the MVVS.	Drama Club Proposal 6 th Gr. Ceremony Stipend “Falcon’s SOAR” Proposal

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School Lunch Discussion	7:55 PM	<i>MVVS School Lunch Discussion</i>	Menu Comparison Lunch Email
Public Input II of II	8:05 PM		
Non- Public Session	8:10 PM	<i>RSA 91 A:3 II ()</i>	
Meeting Adjourned	8:15 PM		

Consent Agenda Item #1

1 Mont Vernon Village School
 2 Monday, August 2nd, 2021
 3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent

6 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, Jessica
 7 Hinckley and Kristen Clark.

8 Public: Tom Lecklider, MVVS Principal Candidate

9 Board Minutes: Danae A. Marotta

10 I. Non-Public Session

11 **Ms. Hinckley motioned to enter into non-public session RSA 91 A:3 II (c) at 5:20PM. Mr.**
 12 **Eckhoff seconded the motion. The vote was unanimous, motion passed.**

13 **Ms. Lawrence called a roll call: Hinckley- Yes, Clark-Yes, Lawrence- Yes, and Eckhoff-**
 14 **Yes.**

15 Other persons present: Superintendent Steel

16 Description of matters discussed and final decisions made: Interviewing MVVS Candidate for
 17 Principal

18 II. Public Session

19 **Ms. Hinckley motioned to exit non-public session at 6:08 PM. Mr. Eckhoff seconded the**
 20 **motion. The vote was unanimous, motion passed.**

21 **Ms. Lawrence called a roll call: Hinckley- Yes, Clark-Yes, Lawrence- Yes, and Eckhoff-**
 22 **Yes.**

23 **Ms. Hinckley motioned to approve Mr. Tom Lecklider as MVVS Principal with a 2-year**
 24 **contract and starting salary of \$120k. Mr. Eckhoff seconded the motion. The vote was**
 25 **unanimous, motion passed.**

26 **Ms. Lawrence called a roll call: Hinckley- Yes, Clark-Yes, Lawrence- Yes, and Eckhoff-**
 27 **Yes.**

28 III. Meeting Adjourned

29 **Ms. Lawrence adjourned the meeting at 6:09PM**

30

1 Mont Vernon Village School
2 Tuesday, September 14^h, 2021
3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant
6 Superintendent, Amy Facey- SAU #39 Business Administrator, Tom Lecklider- Principal MVVS
7 and Anna Girard- MVVS Counselor

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, Kristen
9 Clark and Stephen O’Keefe.

10 Board Minutes: Danae A. Marotta

11 Public: Mont Vernon Community Members

12 I. Call to Order

13 **Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the meeting to order**
14 **at 6:00PM.**

15 II. Public Input I of II

16 No Public Comment

17 III. Consent Agenda

18 Ms. Lawrence asked for board questions on the consent agenda.

19 Mr. O’Keefe asked about the Retaining Wall.

20 SAU #39 Business Administrator, Ms. Amy Facey, noted that she heard back from SAU #39
21 Facilities Director, Mr. Roger Preston. The wall and the stair rebuild has cost \$5,500 to date. He
22 is researching replacing the railing as well. He hasn’t put the \$15k yet in the wall. Anything
23 further you can always email her.

24 Mr. O’Keefe asked about the exterior doors.

25 Ms. Facey added that they are on a cycle.

26 Mr. O’Keefe noted that they need to change that to “in process” for the retaining wall.

27 Ms. Lawrence remarked that they can possibly use trust money for the retaining wall. It is if the
28 project was not complete.

29 Ms. Facey noted that she does not have the contact information.

30 Ms. Lawrence added that it could help offset some costs.

31 **Mr. O’Keefe motioned to approve Consent Agenda items 1. Aug 24th, 2021, Draft Minutes,**
 32 **2. Jan 2021 Treasurer’s Report, 3. Feb 2021 Treasurer’s Report, 4. MVSD DOE-25 and**
 33 **MS-25, 5. UFB Project Update, and 6. Aug. Facilities Update. Mr. Eckhoff seconded the**
 34 **motion. The vote was unanimous, motion passed.**

35 IV. Board Goals and Building Goals

36 Ms. Lawrence noted that the Board Goals are in the April 13th, 2020, agenda packet on page 27.

37 She noted that the first goal was student achievement. Last year, Instrumental Band for Students
 38 with the goal to create an after-school band opportunity

39 Ms. Lawrence asked if they wanted to revise the other goals from last year.

40 • NWEA Growth Targets – Math

41 o Growth Goal: K and 1 – 70%-80% of students meeting target growth; 2-6 – 60%– 70%
 42 percent of student meeting target growth

43 • Dreambox Usage

44 o Usage Goal: K-2 – 30 minutes a week; grades 3-6 – 60 minutes a week

45 • Math Standard Scores (Empower)

46 o Goal: 80% of students in K-4 will reach a level 3 or above on all assessed math standards
 47 in Empower. 70% of student in 5-6 will reach a level 3 or above in Empower.

48 Mr. O’Keefe noted the importance of the two interventionists. He wants to make sure that they
 49 have enough documentation for those positions.

50 Ms. Lawrence asked what would be measurable.

51 Mr. O’Keefe responded that he likes the growth target projections. They need to do a better job
 52 with communicating the benefits of the math program and how they restructured it.

53 Ms. Lawrence asked about revising the goal targets.

54 Mr. O’Keefe asked about the recent test scores.

55 Ms. Clark inquired about the benchmarks.

56 Mr. Steel explained the NWEA benchmarks, anything above 50% they are doing very well.

57 Ms. Landwehrle commented that as you can remember students were not loving Dreambox. K
 58 and 1 teachers still felt strongly for using it. With piloting the two different math programs they
 59 felt it important to take a step away from Dreambox. They can certainly revisit.

60 Ms. Clark asked if it was replaced with anything in particular.

61 Ms. Landwehrle replied, no, with the math pilot they felt that they needed to work on
62 professional development. They will be gathering pilot data from the teachers.

63 Ms. Lawrence asked if they should add a goal regarding the math pilots.

64 Ms. Landwehrle replied that the NWEA growth data will show how the students are doing in
65 math. There are two pieces the academic growth and what teachers are seeing.

66 Mr. O'Keefe noted that they did not have Interventionists as they were teachers. He is not sure if
67 they should use last year's numbers.

68 Ms. Landwehrle replied that in the second grade, 48% met target growth, 3rd grade 81% met
69 target growth, 4th grade 67%, 5th grade 68%, and 6th grade 71%. They will be taking NWEA
70 soon and then refine those goals. She would keep them where they are and refine them.

71 Mr. O'Keefe added that 70-80% is a reasonable goal.

72 Ms. Lawrence added that she agrees.

73 Ms. Landwehrle remarked that in looking at the goal they were never able to measure that goal
74 with Covid. These were a guess when the board was making a goal. They are also piloting
75 materials that are tightly aligned to the standards. She would keep them as they are.

76 Mr. O'Keefe suggested adding in a reading goal.

77 Ms. Landwehrle mentioned that you are probably remembering low growth some grade levels
78 for fall to winter in NWEA. NHSAS scores are going to be in the SAU agenda and that packet
79 should have gone out today.

80 Mr. O'Keefe asked what would be an acceptable stretch goal for reading.

81 Ms. Landwehrle replied that she would have to look at pre-covid and it would not be
82 inappropriate to set it the same as math.

83 Mr. O'Keefe requested an update for next month.

84 Mr. Eckhoff asked if this was passed down to the teachers and parents. Some of these numbers
85 are pretty solid.

86 Mr. Eckhoff asked how does that get communicated to the staff. They should be applauded.

87 Ms. Landwehrle commented that their teachers are working each year to meet those rigorous
88 grade level expectations. She sent out information over slack. They always share them
89 individually and meet with staff.

90 Ms. Lawrence added that Goal #2 was Budget. To prepare a fiscally responsible budget for
91 FY'21, with a focus on student achievement, staff development and maintaining a comfortable
92 safe learning environment. To present and have the town approve budget in March 2020.

93 • Special education transparency and public awareness of the process was communicated
94 during the Public Session and Budget Committee meetings.

- 95 • Budget committee participation was active with three members of the community
- 96 including a town Select-person, two community members and a MV School Board
- 97 representative. •
- 98 • Budget roadshow between the Deliberative and the Ballot - this item was not
- 99 accomplished during the FY21 Budget process.
- 100 ○ Selectmen
- 101 ○ Community at the Library
- 102 ○ PTA
- 103 • Live School Board meetings – this item was not accomplished during the FY21 Budget
- 104 process.
- 105 • Budget Passed by the Town of Mont Vernon - vote on March 10, 2020.

106 Ms. Lawrence suggested that they update that for the current school year.

107 Mr. Steel remarked that the budget is in good shape.

108 Mr. Eckhoff added that he believes that it is a challenging climate.

109 Ms. Lawrence noted Board Goal #3. Goal 3 – Parent / Teacher Partnerships

- 110 • Empower Information for Parents
- 111 • Video bites
- 112 • Curriculum Night
- 113 • School-wide communication tool rollout

114 She asked for changes and updates.

115 Mr. O’Keefe remarked that they should mention that they make good use of virtual platforms.

116 Mr. Steel commented that beyond that, the communication is really strong with Principal
117 Lecklider. He asked if there were other things that they should focus on, besides NHSAS scores.

118 Mr. Eckhoff suggested videos with Mr. Preston showing the progress on the building.

119 Principal Lecklider agreed.

120 Ms. Clark remarked that she appreciates the connection and update. It is comforting to hear that
121 the buildings are safe and taken care of.

122 Mr. Steel noted that Mr. Preston is very responsive towards the buildings.

123 Ms. Clark asked how is the communication going to residents that do not have children in the
124 school.

125 Mr. O’Keefe replied through social media. He suggested Principal Lecklider to offer meetings.

126 Ms. Lawrence suggested a meet and greet with a General Store event.

127 Discussion ensued.

128 Ms. Lawrence read Goal #4 Facilities and Grounds

- 129 • Protect taxpayers' investments in facilities and grounds as well as provide a comfortable
- 130 and safe learning environment for all.
- 131 • The building has been utilized by
 - 132 o Girl Scouts(afternoon, 1 day/week)
 - 133 o Amherst Recreation (Basketball, evenings, 3 days/week)
 - 134 o Boy Scouts(evening 1day/week)
 - 135 o MVVS functions as they are scheduled
 - 136 o MVVS After School Activity club – (afternoon, 3 days/week)
- 137 • Investigate an outdoor classroom – there has been no progress on this item.
- 138 • Establish a needs assessment with faculty and staff about building needs
- 139 • This survey was done in the spring of 2019 with staff. Any proposals for updates were
- 140 placed in the FY21 budget. Staff requested an update to furniture and the purchase of
- 141 alternative seating in all classrooms.

142 Mr. O'Keefe suggested the spring clean-up. Maybe they can do something in the April to may
143 timeframe. He asked about technological infrastructure support.

144 V. Principal's Report

145 MVVS Principal, Mr. Tom Lecklider, commented that he has felt welcomed by the community.
146 He has had a few events here, such as the Meet and Greet. He noted the three items of
147 Community, Personalization, and well being of their students. He sees them as strong areas of
148 emphasis.

149 They are the MVVS is the Falcons and talked about the "it takes a village to soar" theme. They
150 will build spirit around that, and he is pleased with the enthusiasm. He is impressed with the
151 leadership of the staff and their willingness to take that on. It was successful.

152 He gave a quick update on the Music Teacher; and is optimistic on moving that candidate
153 forward. He recognized the MVSPATA. It is so important that they rely on each other.

154 It was very exciting on the first day for the Kindergarteners and first graders. There are a lot of
155 new families. He applauded the welcoming of the first day. While they are still challenged, they
156 will do events outside. They will get creative to keep that sense of community.

157 He thanked the MVVSPTA and the public as there are umbrellas on the picnic tables. He and
158 Mr. Preston walked the ground and there are going to look at that space around the leach field for
159 something more permanent. Mr. Preston has quotes, and they are meeting with the fire chief
160 tomorrow. They had an Emergency Management Meeting that went well the other day. They will
161 continue the meetings once a month.

162 They are at an enrollment of 213 as of submission of this report.

163 Mr. Steel added that the new students are evenly distributed among the grade levels.

164 Principal Lecklider added that regarding communication, he wants to get out to all parents. He
165 knows that there are community members that are interested in the school but are not on the
166 email list.

167 Mr. Steel noted that they have a Nixle group, and everyone can sign up.

168 Principal Lecklider added that he would like to be at the Lamson Farm Day.

169 With student leadership, he will be talking to the 5th and 6th graders and see how they can take on
170 leadership. He will continue to update each month.

171 Open house was virtual, and he thanked staff that were here. He was impressed with the way that
172 the staff prepared for that. He thanked the staff and the parent community for being involved.

173 Just a note that Girls on the Run start on Thursday. He thanked the parents that are coaching and
174 teachers that are volunteer coaches.

175 For grade level updates, for this report he put a sampling of each grade. He can get highlights
176 from each grade K-6.

177 Mr. Eckhoff asked if a staff member could come from each grade.

178 Principal Lecklider noted that was their plan.

179 Ms. Lawrence added that she appreciates the snippet of information.

180 Mr. Lecklider remarked that he can give an update and it is helpful to the community.

181 He remarked that tomorrow is Picture Day.

182 They had their Critical Friends Group first PD today and it went well today. He thanked the staff
183 for their work.

184 Mr. O'Keefe asked if he could add enrollment for homeschool students that are pushing in for
185 specials and enrollment for grades 7-8.

186 Ms. Landwehrle added that they have 10 students that are pushing in for specials.

187 Mr. O'Keefe inquired about observations for formal and informal. PD update on Late Start days.
188 He asked if they can involve students from a leadership standpoint.

189 Mr. Steel noted that they are working on that SAU wide.

190 Mr. Eckhoff asked if they can do something from a PTA standpoint for NWEA testing and
191 counterbalance with a special treat.

192 Ms. Clark inquired if there was any data on that.

193 Mr. Lecklider replied that he has a lot of experience with the SAS test and goal setting. They can
194 have an assembly and it is easy to do in the spring. They are always interested in the individual

195 growth of students. The nice thing about NWEA is that they do it in the fall, winter and spring
196 and there is a flow to it. It is important to incentivize and bring excitement to it.

197 Mr. O’Keefe explained the difference between NHSAS and NWEA.

198 Ms. Clark asked if they are using it for ways to improve or support from Covid.

199 Ms. Landwehrle replied that they are looking at both. You can look at every standard and it gives
200 teachers deep information on students.

201 Mr. Eckhoff asked what happens if a student is absent.

202 Ms. Landwehrle replied that they do have a make up day for each test.

203 Mr. Eckhoff inquired about remote students.

204 Ms. Landwehrle replied that she schedules zoom sessions and they do NWEA for remote
205 students.

206 Mr. O’Keefe asked if they are included in their results.

207 Ms. Landwehrle replied yes, she cannot exclude them. They have had that discussion before,
208 and it is a small number, although larger for last year. She can flag those for the board. One
209 student one way or another can have a big impact on the overall score.

210 VI. Building Projects Funding Plan

211 SAU #39 Business Administrator, Ms. Amy Facey, noted at their August 24th, 2021 meeting, the
212 Mont Vernon School Board requested a plan to complete the HVAC Duct Board Replacement
213 Project at the Village School. In addition, a report on the plan for CRRSA-ESSER II and ARPA-
214 ESSER III was also requested.

215 The HVAC Duct Board Replacement Project was previously recommended to be completed in
216 FY25, however, given the current elevated importance of air quality in schools, the availability
217 of grant funds, and savings from the roof project, we are asking the board to consider
218 accelerating this project. The total project cost is estimated at \$247,000 and can be completed in
219 phases.

220 Phasing the project and using grant funds will allow for a balance of funds to remain in the
221 Expendable Trust Fund (ETF) in case of an unanticipated emergency. In addition, we would
222 recommend the board continue their practice of requesting \$50,000 be added to the ETF from the
223 unassigned fund balance to allow for sufficient funds to complete Phase 3, as well as future
224 projects.

225 HVAC Duct Board Replacement Project Funding Plan:

- 226 • 1 ESSER III Spring 2022 \$ 55,000.00
- 227 • 2 ETF Spring 2022 \$ 95,000.00
- 228 • 3 ETF Spring 2023 \$ 97,000.00
- 229 • TOTAL \$ 247,000.00

230 ETF Sources and Uses Schedule:

231 Source: ETF \$361,000.00 Project Status

232 Use: Roof Replacement \$207,102.00 Complete

233 HVAC Project Phase 2 \$95,000.00 Proposed

234 Balance (Spring 2022) \$58,898.00

235

236 Ms. Facey paused for questions.

237

238 Mr. O'Keefe asked how they are being phased in.

239 Ms. Facey replied to it would be 2/3^{rds} of the building then the final 1/3rd.

240 Mr. O'Keefe asked about the blowers.

241 Mr. Steel noted that the duct work was more critical, and the long term is for the RTU's.

242 Mr. O'Keefe asked for the breakdown for the numbers.

243 Mr. Steel added that the original plan was for ventilation replacement or repair in FY 25, FY 28
244 for the playground and the fire system for FY 31.

245 Mr. Steel noted that they can wait but there is concern that the ESSER funds expire.

246 Mr. O'Keefe added that this is the first phase.

247 Mr. Steel commented that they will be requesting the \$50k each year so they can stay ahead. The
248 duct work is important because it is in bad shape and causing inefficiencies.

249 Ms. Facey noted the proposed Sources and Uses Schedule for the ESSER II grant funds. The
250 HVAC Design work is complete, and funding for an outdoor classroom is estimated at
251 approximately \$18,000. ESSER II funds are available for obligation through September 30th,
252 2022.

253 Mr. O'Keefe added that there is no subfloor for the outdoor classroom. He wants to be mindful
254 of that.

255 Principal Leckliter mentioned that the cost is just for the structure, not for furniture or flooring.

256 Mr. O'Keefe commented that without a proper sub floor it will deteriorate.

257 Ms. Facey added Phase 1 of the HVAC Project is proposed to be funded from this grant, as well
258 as the other projects and grant activities listed. ESSER III requires that 20% of the funds be
259 reserved to address learning loss through the implementation of evidence-based interventions
260 and ensure that those interventions respond to students' social, emotional, and academic needs.

261 To ensure compliance with this requirement, at least \$20,000 needs to be specifically earmarked
262 for this purpose. Uses that would meet this requirement include the Remote Instruction Teacher,
263 Instructional Materials for Phonics and Word Study, and Laptop Replacements. ESSER III funds
264 are available for obligation through September 2023.

265 Ms. Landwehrle added that they have 1 student from the MVVS to be remote, they did not want
266 to run out of funding. It is a significant support.

267 Mr. O’Keefe asked if they could use the additional capital for the two interventionists.

268 Ms. Landwehrle noted that it depends on the rate for the remote student, and it might change.

269 Mr. O’Keefe suggested that they add it into the budget.

270 Ms. Facey noted the ESSER III projects. They have until summer of 2023 to expend these funds.

271 The next steps would be to share outdoor classroom plans with teachers for input, connect with

272 Fire Marshall for approval on outdoor classroom and submit ESSER II and ESSER III grant

273 activities to NHDOE for approval.

274 **Mr. O’Keefe motioned to approve the proposed funding plan for HVAC Duct Board**
275 **Replacement Project. Ms. Clark seconded the motion. The vote was unanimous, motion**
276 **passed.**

277 Mr. Eckhoff added that with inflation it could be \$260-265k.

278 Mr. O’Keefe commented that phase 3 could be variable.

279 Ms. Facey added that they can possibly use the trust fund.

280 The Board thanked Ms. Facey.

281 VII. Social Emotional Update

282 Principal Lecklider introduced MVVS Counselor , Ms. Anna Girard. They have been connecting
283 to things that happened in the past and looking forward to the school year. As a community they
284 have refreshing ways to look at this.

285 Ms. Girard commented that she is a licensed clinician. This past year has been tough, and she is
286 trying to make it as normal as possible. In this school, they do a Second Step curriculum. This
287 week with 4th graders, they worked on empathy with partners. For the entire curriculum, the
288 parent can log in and see the theme for that week. She is meeting with IEP children and there are
289 going to be groups. They are going to get some of the older kids to work with the younger kids.
290 She has to see the culture and needs of the school. The teachers also have follow-up items to
291 Second Step. She provides them with materials.

292 Ms. Landwehrle added that they have used Second Step for a number of years, and they use that
293 at Clark Wilkins.

294 Principal Lecklider added that the Responsive Classroom is truly happening here K-6. He added
295 in the memo some of the various things that are happening.

296 Ms. Lawrence asked about how long it takes.

297 Principal Lecklider replied 10- 15 minutes.

298 Mr. Eckhoff asked about an update for next month. He would like to get an accurate picture of
299 how it is working out.

300 Ms. Lawrence asked about reaching out to the remote student.

301 Ms. Landwehrle replied that the one student has a partner with an Amherst student. She believes
302 that they are feeling fairly connected and will reach out to that family.

303 Mr. Eckhoff asked about the naming of the MVVS mascot.

304 Mr. Lecklider replied that it is coming.

305 The Board thanked Principal Lecklider and Ms. Girard.

306 VIII. Middle School Discussion

307 Ms. Lawrence commented that this discussion is about the Amherst facility needs and what it
308 might mean for their community and how they will explore options based on the impact.

309 Mr. O'Keefe added previous to her role as Business Administrator, Ms. Facey has led the Joint
310 Facilities Advisory Committee and as a part of the contract negotiation Ms. Lawrence and
311 himself negotiated a 5-year extension to the contract. It allows MV to study their future. There
312 are an enormous benefit and a downside. They want to bring this discussion to the community.

313 They can continue the existing agreement; however, they are trying to fix their Town Hall and
314 Library and it is a big ask. They could stay the course, bring the 7th and 8th graders back in house
315 or look at another alternative.

316 He suggested formulating a committee made up of 7 community members that will look into this
317 issue and report back.

318 Ms. Lawrence gave her support.

319 Mr. Eckhoff added that the numbers are a moving target.

320 Mr. Steel replied \$25-35m.

321 Mr. O'Keefe mentioned that he thought it was \$48m

322 Mr. Steel replied that the amount went down.

323 Mr. O'Keefe noted that it would be a couple of million plus the tuition contract.

324 Ms. Lawrence added that there would be a lot of change adding back the 7 and 8th grade.

325 Mr. Steel explained that 7th and 8th grade is different. Adding 7th and 8th grade here would be
326 adding 4 teachers, couple of paraprofessionals, another administrator, athletics, one special
327 education teacher, and unified arts teacher, some additional IT and custodial support, and Ms.
328 Beauchamp, Student Services Director suggested a school psychologist. They would really want
329 to discuss how they would have athletics. All things being equal, it looks like that the annual
330 recurring cost would be similar to his rough estimate.

331 The question is what is the long-term debt effect to making an addition to this building compared
 332 to the Amherst Middle School. To Mr. O'Keefe's point would you rather amortize that for money
 333 for building your own or one that you are effectively renting.

334 Mr. O'Keefe added that is what they need from the community. He added that the faculty have to
 335 have a presence on that. he would like to formulate on that pretty soon.

336 Mr. Steel referenced the Right to Know Law, Non-Public session (k).

337 Mr. O'Keefe added that they will get up to speed.

338 Ms. Clark asked about the timeline for the contract.

339 Mr. Steel noted that the facility project will be on the ballot this March.

340 Mr. O'Keefe added that they will have a gradual reduction to 0 if they decide their own strategy.

341 Ms. Lawrence asked Mr. O'Keefe about his idea for a committee.

342 Mr. O'Keefe replied he would like one faculty member included and would not like the board to
 343 be a voting member. He had a community member reach out to volunteer.

344 Ms. Lawrence asked for the next steps.

345 Mr. Steel replied to identify the charter of the committee and determine how membership is
 346 comprised. The board sets the specific purpose.

347 Mr. O'Keefe noted that he would like to study the following:

- 348 1. Continue, with the ASD Agreement and absorb the added capital costs.
- 349 2. Create. Start and fund their own middle school program in house with costs.
- 350 3. Study, if there is a viable alternative options.

351 Mr. O'Keefe added that there is always an opt-out they are exploring their options.

352 Mr. Steel suggested that they start in late January and staffing resources.

353 Mr. O'Keefe inquired if the Amherst facilities bond does pass, are they are mandated to pay.

354 Mr. Steel replied that with the first bond payment there is a lag. The November or December
 355 time frame is fine and suggested that a Board Member to be present at those meetings.

356 The Board gave their support.

357 Mr. Eckhoff added that Town Meeting will be after the vote. They need to have their preliminary
 358 items ready.

359 **Mr. O'Keefe motioned to comprise a committee 7 individuals, 1 board (non-voting) and 1**
 360 **faculty member, to research the middle school options for the MVVS and the future**
 361 **participate and report back to the board with a recommendation for May 5th, 2022,**
 362 **meeting. Mr. Eckhoff seconded the motion. The vote was unanimous, motion passed.**

363 Mr. Steel added that the SAU can publicize for committee members.

364 IX. Public Comment

365 Mr. O'Keefe asked about the bus situation.

366 Mr. Steel noted that they are pretty good here at the MVVS. This week is key to figure out the
367 issues. They have access to their GPS and know where the busses are at all times. Previously,
368 MV used to have 4 busses.

369 Ms. Facey added that they have three new drivers in training.

370 X. Meeting Adjourned

371 **Ms. Lawrence adjourned the meeting at 8:14PM.**

Draft

Consent Agenda Item #3

SAU #39 2022-2023 School Calendar

School Start & End Times	
School	Times
Clark-Wilkins Elementary	7:45 AM - 2:25 PM
Mont Vernon Village School	7:45 AM - 2:15 PM
Amherst Middle School	8:30 AM - 3:24 PM
Souhegan High School	8:30 AM - 3:00 PM

JANUARY, 2023					
M	T	W	Th	F	
2	3	4	5	6	20 2 New Year's Day - No School
9	10	11	12	13	10 Late Start
16	17	18	19	20	16 Martin Luther King Jr. Day - No School
23	24	25	26	27	
30	31				

AUGUST, 2022					
M	T	W	Th	F	
1	2	3	4	5	2 25 In-Service Day
8	9	10	11	12	29 Welcome Back Day
15	16	17	18	19	30 First Day of School
22	23	24	25	26	
29	30	31			

FEBRUARY, 2023					
M	T	W	Th	F	
		1	2	3	18 7 Late Start
6	7	8	9	10	27 February Vacation - No School
13	14	15	16	17	
20	21	22	23	24	
27	28				

SEPTEMBER, 2022					
M	T	W	Th	F	
			1	2	20 2 Labor Day - No School
5	6	7	8	9	5 Labor Day - No School
12	13	14	15	16	13 Late Start
19	20	21	22	23	
26	27	28	29	30	

MARCH, 2023					
M	T	W	Th	F	
		1	2	3	20 1-3 February Vacation
6	7	8	9	10	7 Late Start
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

OCTOBER, 2022					
M	T	W	Th	F	
3	4	5	6	7	19 7 In Service - No School
10	11	12	13	14	10 Columbus Day - No School
17	18	19	20	21	11 Late Start
24	25	26	27	28	
31					

APRIL, 2023					
M	T	W	Th	F	
3	4	5	6	7	15 11 Late Start
10	11	12	13	14	24-28 April Vacattion - No School
17	18	19	20	21	
24	25	26	27	28	

NOVEMBER, 2022					
M	T	W	Th	F	
	1	2	3	4	17 1 Late Start
7	8	9	10	11	3 Early Release - MVVS Only
14	15	16	17	18	8 Conference Day - No School
21	22	23	24	25	11 Veterans Day - No School
28	29	30			23-25 Thanksgiving Break

MAY, 2023					
M	T	W	Th	F	
1	2	3	4	5	22 9 Late Start
8	9	10	11	12	29 Memorial Day - No School
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

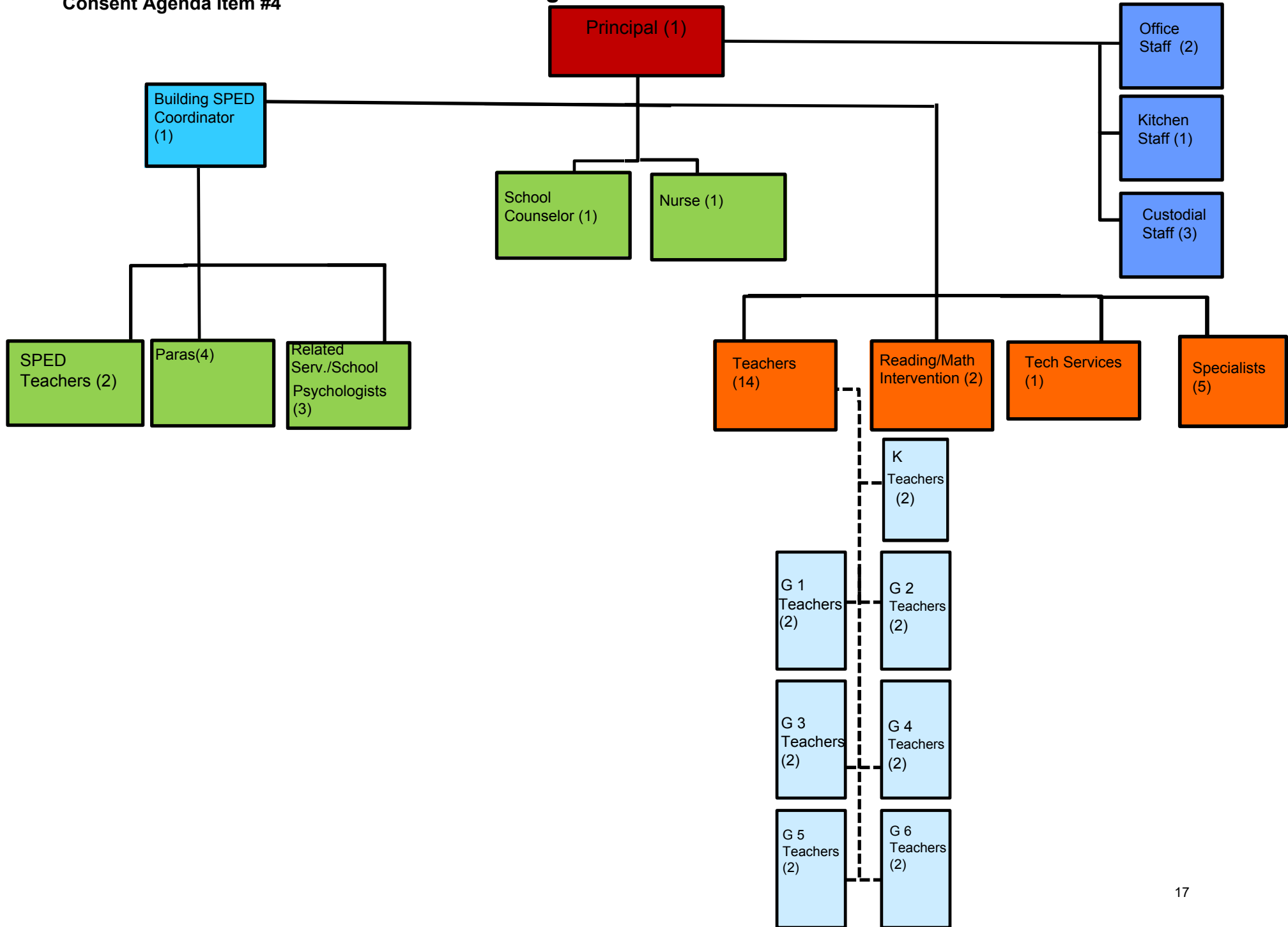
DECEMBER, 2022					
M	T	W	Th	F	
			1	2	16 13 Late Start
5	6	7	8	9	23 Holiday Break Begins
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

JUNE, 2023					
M	T	W	Th	F	
			1	2	6 2 Souhegan Graduation
5	6	7	8	9	8 Projected Last Day of School*
12	13	14	15	16	9-15 Potential Snow Make-Up Days
19	20	21	22	23	
26	27	28	29	30	

Key					175	
31	First/Last Day	15	No School	8	Late Start	* Subject to Change

**2021 - 2022
Mont Vernon Village School
Organizational Chart**

Consent Agenda Item #4



SAU #39

9/27/2021

Mont Vernon Village School

September Facilities Update

Vendor Maintenance Completed

- Parking lot line striping
- HVAC controls upgrade (boiler room, C1 unit ventilator, 179/180 FCU, HV1, HV2, 1 baseboard zone)
- Repaired damaged sheetrock in boiler room
- Waste management services weekly schedule
- Monthly pest services monitoring program

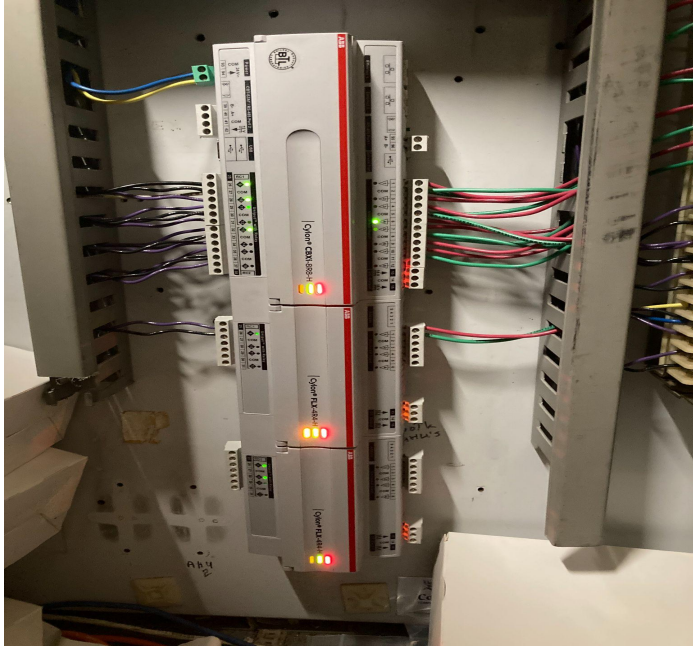
MVVS Facilities Staff Projects Completed

- Training on ordering custodial supplies
- Patched drywall in hallway
- Adjusted locking mechanisms for all exterior doors not closing properly
- Found and secured old/new walkie batteries plus chargers
- Updated inventory
- Repaired one broken toilet paper dispenser and two soap dispensers
- Repaired disinfecting station
- Sprayed for hornets around building exterior and playground area
- Repaired ADA button at main entrance
- Care and upkeep of grounds
- Coordination/installation of front door magnet and fire system
- Troubleshoot fault on fire panel
- Troubleshoot security panel AC power loss
- Troubleshoot and repair of parking lot lighting
- Walk-through with Principal and Fire Chief for outdoor classroom location
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- Weekly generator test
- [Weekly fuel readings are being recorded \(building fuel and generator\)](#)
- [Monthly Fire extinguisher inspection](#)
- [Monthly underground storage tank inspection](#)

Upcoming Work

- Repair broken classroom window
- External and internal door repairs
- Exterior painting and minor wood repairs
- Video inspection of chimney prior to cleaning

New HVAC controller



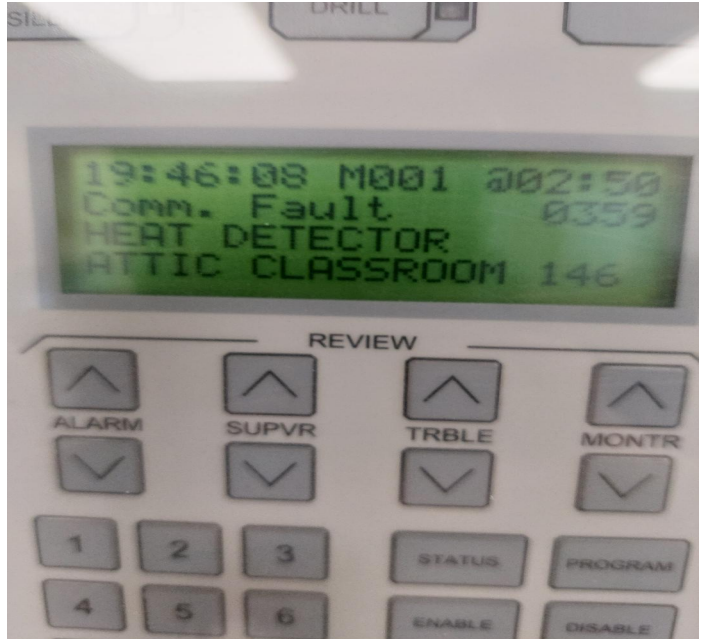
ADA access button repair



Parking lot line striping



Troubleshoot fault on fire panel



Consent Agenda Item #6

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

- 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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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]

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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/ARPN 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.

JLCH - 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 take 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*

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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;

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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.

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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.

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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.

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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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

[11]Appendix: BBA-R[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

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

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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

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 committee) 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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 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*.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BHE – BOARD USE OF EMAIL AND OTHER ELECTRONIC COMMUNICATIONS

A. General.

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

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

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

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

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

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

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

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

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

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

Legal References:

RSA 91-A:1-a, Definitions

RSA 91-A:2, Meetings Open to Public

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

RSA 91-A:2-a, Communications Outside Meetings

RSA 91-A:5, Exemptions

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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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

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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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.

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BEDB - AGENDA PREPARATION AND DISSEMINATION

See Also BEDA, BEDH

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

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

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

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

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

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

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

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

Legal Reference:

RSA 91-A:5, IX

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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.
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.

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9. If a motion does not receive a second, then the motion is treated as if it were not considered by the Board. Such a matter may be raised again at a later date in accordance with the Board’s agenda policy and rules.
10. When a motion is on the floor, no new topics should be debated, and no new motions will be accepted, other than the following motions addressing the main motion or the meeting itself:
11. As provided under RSA 91-A:2, II for open sessions, and 91-A:3, III for non-public sessions, no vote may be taken by secret ballot.
12. The presiding officer should, in accordance with the duties of all board members, vote on every issue.
13. No item may be discussed or decided upon in non-public session except as provided under RSA 91-A:2 and 3.

Motion	Debatable	Votes Required to Pass
Amend Motion	Yes	51%
Limit Debate (e.g., time limits or # of times each member may address the motion)	Non-debatable	2/3 (67%)
Call the question/close debate	Non-debatable	2/3 (67%)
Refer to Committee/Admin Study	Yes	51%
Postpone to a Later Time (Diff. day)	Yes	51%
Postpone Indefinitely (Kill)	Yes	51%
For roll call* vote <i>*All votes in non-public must be by roll call</i>	No	2 members
Recess	Non-debatable	51%
Adjourn	Non-debatable	51%

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

15. Motions for reconsideration are not favored except when new circumstances exist or a perceived error has been made. Motions for reconsideration may only be raised at the same meeting as the original decision by a person who voted in favor of the original motion. Motions for reconsideration at a later meeting may only be considered when approved by a 3/5 super-majority, and only when the proposed motion is posted with the agenda for the subsequent meeting. Only one motion for reconsideration on an issue may be made at a meeting later than the meeting at which the original decision was made, irrespective of whether the first motion for reconsideration is successful. This provision shall only apply to the Board as constituted as of the date of the original decision.

16. The presiding officer may rule any member or other person out of order if such person disrupts the orderly conduct of a meeting, behaves in a disorderly manner, makes unlawful threats, willfully violates any of the above rules of order/procedure, or engages in any unprotected speech. If the board member or other person continues such behavior after being ordered by the presiding officer to cease, the presiding officer is authorized to request that a police officer, warn and then remove such person from the meeting and meeting location.

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BCA – Board Member Code of Ethics

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

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

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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.
5. Students Rights and Responsibilities - Student rights and responsibilities shall be published annually in the applicable student handbook, as outlined in Policy JI, and will be made available in another language or presented orally upon request.

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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 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).

The Superintendent or his/her written designee 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).

- 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-D;
- 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, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); 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:1, 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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

- 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)** 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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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)

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

MVVS Principal's Report

It takes a village to SOAR together....



We will Engage, Challenge, and Support All Learners

October 14, 2021

Hello! My name is...



And the naming contest begins!
Submit your idea today!

Meet Our MVVS Falcon. Name TBD in October!

Recognitions

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

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

Enrollment Update

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

Items of Note

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

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

Kindergarten Update

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

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

Grade 1 Update

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

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

Grade 2 Update

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

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

Grade 3 Update

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

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

Grade 4 Update

STEM:

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

Humanities:

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

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

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

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



Grade 5



Grade 5



Grade 5

Grade 5 Update

STEM:

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

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

Humanities:

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

Grade 6 Update

STEM:

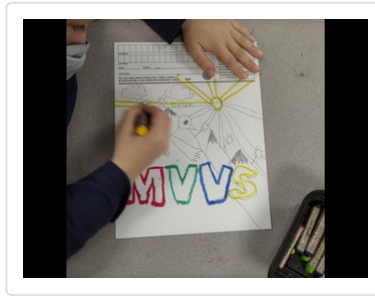
We started off the year with a review of fractions to prepare students for the proportional thinking required in sixth grade math. We are now working on representing positive rational numbers on a number line and using these number lines to order and compare numbers (whole, decimal, and fractional).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

Humanities:

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



Art Class



Amazing Work



Our students rock!

Art Update

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

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

Spanish Update

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

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

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

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

Physical Education Update

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

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

Library & Technology Update

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

School Counselor Update

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

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

Special Education Update

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

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

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

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

School Psychologist Update

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

Reading Specialist Update

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

Math Specialist Update

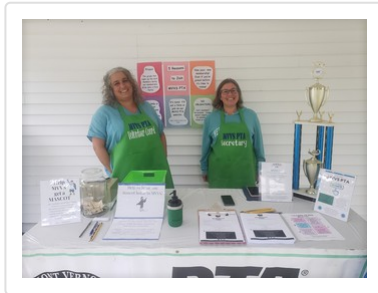
As always, we are hard at work in improving math opportunities and instruction at the Village School. As a math interventionist, the focus of my September has been two-fold. On one hand, I am supporting teachers as we embark on a year of piloting new programs. Through many training opportunities, our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

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

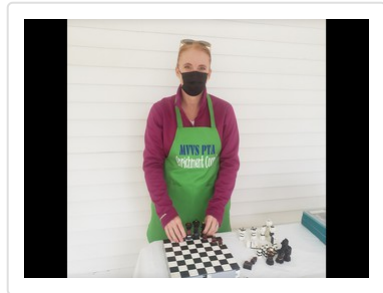
MVVS PTA Ice Cream Social - 9/16/21



Yum!



PTA Rockstars



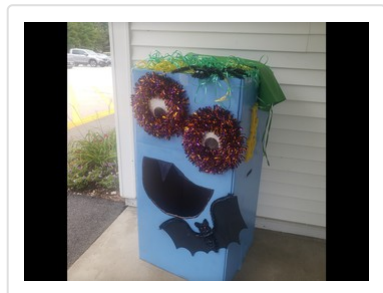
Robotics Chess Club



Community



Finally here!



Candy Monster



Grade 6 Science



Outdoor Classroom



Bird Garden

MVVS Outdoor Classroom Space

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

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

Upcoming Events:

10/8 - In-Service Day (No School)

10/11 - Columbus Day (No School)

10/12 - Late Start

10/15 - PTA Movie Night

10/29 - Operation Pumpkin



Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 tlecklider@sau39.org

 (603) 673-5141

 sau39.org/mvvs

Drama Club Proposal

Dates: (Can be changed) October 14-November 18, Tuesdays from 2:30-3:30 (with snack between 2:15-2:30)

Students in the Drama Club will develop their reading fluency, writing skills, and public speaking abilities through the performance arts, culminating in a performance celebrating Thanksgiving. Students will be responsible for writing the script (improving development of dialogue and description) based on the book *Charlie Brown's Thanksgiving* and will assume roles in the performance in front of an audience (with a focus on improving reading fluency and speaking skills). Meetings will begin in Ms. Anderson's room for snack (to be brought by students) from 2:15-2:30, and then we will move to the MPR to utilize the stage from 2:30-3:30. Pick up will occur outside. The Drama Club will meet on Tuesdays.

The club will meet on six occasions, with a tentative schedule of: (week 1) improv games to build familiarity with club members and determine comfort level with acting and speaking; (week 2) reading *Charlie Brown's Thanksgiving*, determining theme and key ideas, and begin writing scripts; (week 3) finalize scripts and combine into final draft; (week 4) assignment of roles and read through; (week 5) rehearsal; (week 6) rehearsal and performance (tentatively November 18th from 3:30-4:30 in the MPR). Students would be encouraged to memorize their lines to maximize delivery, expression, and emotion.

A maximum of 12 students from grades 4-6 will be able to join on a first-come-first-serve sign up basis prior to the start of the program.

Sign Up: Sign up will occur on a first-come-first-serve basis with a cap at 12. When the cap is reached, sign ups will close. Sign ups will be via a [Google Form](#).

Email to Parents:

Dear (grade) Parents,

Thank you for signing your child up for (name of class). Class begins (date) and runs (day and dates) for a total of 6 weeks. Please remember to update Pick Up Patrol for our club dates indicating your child will be staying for after school club. If you do not, your child will be dismissed as their usual plan.

We will have time for a quick snack before class, so we ask that you pack an extra snack and beverage. Class is from 2:15-3:30pm, and line up for pickup will occur out front (weather permitting) or in the vestibule. Please arrive by 3:30 p.m. for pick up.

Our performance will be on November 18 (3:30-4:30pm) in MPR. More details to come.

Things to Remember:

- Update PUP
- Pack an extra snack and water
- Pick up is promptly at 3:30pm

Sincerely,
Christina Anderson

6th Grade Promotion Ceremony Stipend

The yearbook used to be created by the 6th grade teachers and that has since been taken over by the PTA in an effort to make a yearbook available to everyone in the school. However, the 6th grade teachers still put in a significant number of additional hours throughout the year working towards the 6th grade promotion ceremony.

In addition to creating the agenda, the programs, and the script for the ceremony, we also meet with parents about the theme and what they need to do in regards to decorations and set up. We take pictures all year that we then make into a personalized slide show that is shown (typically during the ceremony, but in recent years it has been during school on the last day and then shared with parents). These are tasks that go above and beyond the scoop of our normal duties.

“Falcon’s SOAR” Spirit Club proposal

We would like to propose a Spirit Club (name to be determined by members) for 4th - 6th graders to run on Tuesday afternoons from 2:30 -3:30 pm. The purpose of this club is to spread school spirit and positivity throughout the school community. Students will demonstrate leadership skills and help develop a culture of school community and pride while utilizing innovation and creativity.

Membership: 12 to 15 students

Benefits:

- ♥ This club will encourage positivity in the school community for both participants and other students.
- ♥ Developing innovation and critical thinking skills are important for future leaders.
- ♥ These activities are a lot of fun!
- ♥ Every activity will be student-driven.
- ♥ Possible fundraising initiatives to solve a student-identified problem.
- ♥ Special guests may occasionally visit to share their experiences and knowledge.

Thank you for your consideration.

Sincerely,

Patricia Garrity, Library Media Specialist

Lori Meader, Speech Pathologist

CW
Entrée

MVVS
Entrée

Baked Ziti	Stuffed Shells
Cheese Pizza	Cheese Pizza
Stuffed Crust Pizza	Pizza Sticks
Tuscany Bread	
Chicken & Cheese Burrito	Chicken & Cheese Fajitas
Chicken & Cheese Quesadilla	
Chicken Patty Sandwich	Chicken Patty Sandwich
Chicken Tenders	Chicken Nuggets
Ham, Egg, & Cheese	Egg & Cheese
Hot Dog	Hot Dog
Teriyaki Chicken & Rice Bowl	Teriyaki Chicken & Rice Bowl
Turkey & Cheese	Turkey & Cheese

Chicken Salad	Bagel w/Yogurt
Chicken Taco	Breaded Mozzarella Sticks
Ham & Cheese	Caesar Salad w/Popcorn Chicken
Ham & Cheese Pasta Salad	Caprese Turkey on Ciabatta
Mac & Cheese	Cheeseburger
Pancakes	Chicken & Waffles
Pasta w/Marinara	Grilled Cheese

CW
Vegetable

MVVS
Vegetable

Broccoli	Broccoli
Caesar Salad	Caesar Salad
Carrots	Carrots
Corn	Corn
French Fries	French Fries
Green Beans	Green Beans
Hash Browns	Hash Browns
Refried Beans	Refried Beans

Asian Mixed Vegetables	Baked Beans
Black Beans	
Cucumber & Tomato Salad	
Cucumbers	
Potato Chips	

CW
Fruit

MVVS
Fruit

Apple	Apple
Applesauce	Applesauce
Juice Cup	Juice Cup
Oranges	Oranges
Peaches	Peaches

Pineapple

Pineapple

Fruit Cup

Craisins

Grapes

Strawberries

	Entrée	CW Vegetable	Fruit		Entrée	MVVS Vegetable	Fruit
8/31	Stuffed Crust Pizza	Green Beans	Pineapple	8/31	Turkey & Cheese	Carrots	Craisins
9/1	Chicken Patty Sandwich	Cucumbers	Oranges	9/1	Hot Dog	Baked Beans	Applesauce
9/2	Ham & Cheese	Potato Chips	Apple	9/2	Chicken Nuggets	French Fries	Peaches
9/7	Cheese Pizza	Carrots	Peaches	9/7	Pizza Sticks	Green Beans	Craisins
9/8	Pasta w/Marinara	Green Beans	Fruit Cup	9/8	Egg & Cheese	Hash Browns	Orange Juice
9/9	Hot Dog	French Fries	Pineapple	9/9	Cheeseburger	Baked Beans	Pineapple
9/10	Turkey & Cheese	Cucumbers	Apple	9/10	Breaded Mozzarella Sticks	Carrots	Applesauce
9/13	Chicken Taco	Black Beans	Peaches	9/13	Cheese Pizza	Carrots	Apples
9/14	Mac & Cheese	Broccoli	Applesauce	9/14	Chicken Patty	Corn	Peaches
9/15	Tuscany Bread	Green Beans	Pineapple	9/15	Caesar Salad w/Popcorn Chicken	Caesar Salad	Oranges
9/16	Chicken Tenders	Caesar Salad	Oranges	9/16	Bagel w/Yogurt	Hash Browns	Orange Juice
9/17	Ham, Egg, & Cheese	Hash Browns	Juice Cup	9/17	Hot Dog	Baked Beans	Applesauce
9/20	Chicken & Cheese Burrito	Corn	Oranges	9/20	Pizza Sticks	Green Beans	Peaches
9/21	Stuffed Crust Pizza	Broccoli	Applesauce	9/21	Chicken & Waffles	Baked Beans	Strawberries
9/22	Ham & Cheese Pasta Salad	Cucumber & Tomato Salad	Fruit Cup	9/22	Teriyaki Chicken & Rice Bowl	Broccoli	Oranges
9/23	Teriyaki Chicken & Rice Bowl	Asian Mixed Vegetables	Pineapple	9/23	Egg & Cheese	Hash Browns	Orange Juice
9/24	Chicken Salad	Potato Chips	Apple	9/24	Stuffed Shells	Broccoli	Peaches
9/27	Chicken & Cheese Quesadilla	Corn	Pineapple	9/27	Cheese Pizza	Carrots	Craisins
9/28	Cheese Pizza	Green Beans	Peaches	9/28	Chicken & Cheese Fajitas	Refried Beans	Pineapple
9/29	Baked Ziti	Broccoli	Applesauce	9/29	Grilled Cheese	Green Beans	Grapes
9/30	Pancakes	Carrots	Fruit Cup	9/30	Caprese Turkey on Ciabatta	Carrots	Apples



Sarah Lawrence <slawrence@sau39.org>

Lunch question

3 messages

Sarah Lawrence <slawrence@sau39.org>
To: Amy Facey <afacey@sau39.org>

Fri, Sep 17, 2021 at 1:09 PM

Hi Amy,

When you have a couple of minutes, can you take a look at this and get back to me? I figured I'd ask you before reaching out to John Lash since I know you're on top of things!

I've got some community questions/concerns about the food service in MV. Long story short, some folks who sub in both MV and Amherst seem to see a BIG difference in the quality of food being served and variety being offered. Before I request that we explore this more deeply and formally, do you have a spreadsheet that shows the lunch options by day, month by month for each school? Perhaps even just September and October?

Ideally, I'd like to see the comparison between the offerings at Amherst schools vs MV.

I'd also like to know if food products are procured through the same vendors or if MV orders from somewhere else.

Finally, does John create the menus for each school or does he only approve them?

Thanks --
Sarah

Amy Facey <afacey@sau39.org>
To: Sarah Lawrence <slawrence@sau39.org>

Fri, Sep 17, 2021 at 1:53 PM

Hi Sarah,
Yes, I will look into it and get back to you.

Thanks,
Amy
[Quoted text hidden]
--

Amy Facey | Business Administrator | SAU #39

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

PO Box 849 | 1 School Street

Amherst, NH 03031

(603) 673-2690, ext. 2119 | www.sau39.org |

John Lash <jlash@sau39.org>
To: Amy Facey <afacey@sau39.org>, Sarah Lawrence <slawrence@sau39.org>

Wed, Sep 29, 2021 at 2:44 PM

Attached is the requested menu item comparison, with all September menu items from both MVVS and Clark Wilkins listed. The first tab lists the menu in date form, with columns for entree, vegetable, and fruit. The second tab lists the different menu components with similar items highlighted in yellow. Of the 19 entrees served at CW and the 17 entrees served at MVVS, 12 items are the same or similar enough that I would consider them in the same family (baked ziti and stuffed shells, stuffed crust pizza and pizza sticks, for example). Of the 13 different vegetables served at CW and the 9 different vegetables served at MVVS, 8 are similar. And of the 7 different fruits served at CW and the 9 fruits served at MVVS, 6 are exactly the same.

Let's look at the entrees not similar to CW and MVVS. I would argue that of the 14 dissimilar items, the three of the highest quality and most nutritious are on the MVVS menu. The caesar salad with popcorn chicken is one of the most

popular items not only with the students, but also with the faculty. The caprese turkey sandwich will be served tomorrow, and is a grilled sandwich with turkey, mozzarella, lettuce, and tomato served on ciabatta. Healthy, full of flavor, and should be very popular with the students. And the cheeseburger served at MVVS is a 4 oz., locally raised, grass-fed beef patty. As you may or may not know, all the beef served at all schools in SAU39 is local, grass-fed beef. As far as I know, SAU39 is the only public school district in the country to exclusively serve grass-fed beef. To further examine the disparate items, chicken & waffles is a new trend in school lunch programs across the country, and was served at MVVS, not at CW.

The majority of entrees at both schools are cooked from scratch, with only 5 of the 19 at CW (stuffed crust pizza, chicken patties, chicken tenders, hot dogs, and pancakes are heat-and-serve) and 6 of the 17 entrees at MVVS (pizza sticks, chicken nuggets, hot dogs, mozz sticks, and chicken & waffles are heat-and-serve). Most public school districts offer close to 100% heat-and-serve menu items. SAU39 continues to be an industry leader in "from-scratch" lunches, at all schools.

The only vegetable served at MVVS that was not served at CW was baked beans. And the baked beans were purchased through the federal commodity surplus program (\$3.75 for six #10 cans!). Any menu item purchased through the commodity program is hugely beneficial to the foodservice department budget.

Of the non-similar fruits served at MVVS, fresh grapes are still in season and affordable, raisins are low-cost and shelf-stable, and the strawberry cups are also part of the federal commodity program (\$3.75 for 96 cups), again, a huge help to the budget.

As far as procurement, the Foodservice Dept. of SAU39 is part of the NH Buying Group, which is a purchasing cooperative comprising over 50 school districts in NH. Our combined purchasing power results in a food bid worth over \$6million, and greatly helps keep our food costs as low as possible. PFG Northcenter has won the bid for this school year, and many food items are purchased from PFG at all SAU39 schools. Vendors used by the foodservice department are the same across all schools, and all schools have access to the same items.

Sharon Colburn, the Kitchen Manager at MVVS, sends me a proposed menu for each month. I review the menu, making changes based on nutritional requirements, availability of product, and cost. I have the same process for each kitchen; the kitchen managers have a much better handle on the popularity of menu items in their individual schools than I do. And each kitchen has unique equipment and production limitations, making some menu items more difficult and inefficient to produce. The MVVS kitchen, for example, is currently operating without a steam oven.

If you are interested in a tour of the MVVS kitchen, please let me know. I offer the opportunity to see the production and serving processes, as well as speak directly with Sharon Colburn. And if you have further questions, please let me know.

John Lash
Director of School Nutrition
SAU39 (Amherst, Mont Vernon, and Souhegan Cooperative School District)

On Tue, Sep 28, 2021 at 12:22 PM Amy Facey <afacey@sau39.org> wrote:

Please respond to Sarah and cc me.

Thanks,
Amy

[Quoted text hidden]

[Quoted text hidden]

 **Menu Comparison MVVS - CW.xlsx**
16K