

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator

Mont Vernon School Board Meeting

Thursday, October 15th, 2020 – 6:00 PM

Due to current COVID-19 precautions, board meetings will be conducted via webinar.

Please click the link below to register for the webinar:

https://zoom.us/webinar/register/WN_T2CrgI9vRj2SXaZtCiIJTw

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 Comment I of II	6:00 PM		None
Consent Agenda- Approval	6:05 PM	1. Draft Minutes Sept. 14 th , 2020 2. October 2020 Principal's Report	09 14 2020 Draft Minutes October 2020 Principal's Report
First Reading Policies	6:10 PM	Board to review policies from the SAU 09 14 2020 Meeting	Policy Packet
Roof Report	6:20 PM	SAU #39 Director of Facilities, Mr. Roger Preston, to present the MVVS Roof Report	MVVS Roof Report
FY' 22 Budget Presentation	6:50 PM	Board to receive the Superintendent's FY' 22 recommended budget for their review.	None
Public Comment II of II	7:40 PM		
Non- Public Session	7:45 PM	RSA 91 A:3 II ()	
Meeting Adjourned	8:00 PM		

Consent Agenda Item #1

Mont Vernon Village School

Monday, September 14th, 2020

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Meg Beauchamp- Director of Student Services, Michele Croteau- SAU #39 Business Administrator, Kim Sarfte - Principal MVVS, Roger Preston- Director of Facilities.

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

Public: Kim Roberge, 35 Salisbury Rd, Mont Vernon, NH, Eileen Naber, 14 Beech Hill Rd, Mont Vernon NH, Elizabeth Burkart, Mont Vernon NH, Bonnie Angulas, Mont Vernon NH, Amy Wyman, Mont Vernon NH, and Autumn Grdina, 17 Old Milford Road, Mont Vernon NH.

Board Minutes: Danae A. Marotta

I. Call to Order

Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the meeting to order at 4:45 PM.

Today, we will be conducting a school board meeting of the Mont Vernon School Board.

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

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

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

1. We are providing public access to the meeting by telephone, with additional access possible by video and other electronic means. We are utilizing Zoom for this electronic meeting. All members of the committee and selected legislative staff have the ability to communicate contemporaneously in this meeting through this platform. And the public has access to contemporaneously watch and or listen to the meeting on Zoom and via phone by following the directions and links provided on our website: www.sau39.org.
2. We have provided public notice of the necessary information for accessing the meeting.

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

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

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

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

43 She called the Roll Call: Eckhoff- home and alone, St. Denis- home and alone, O'Keefe- home
 44 and alone, Hinckley- home and alone and Lawrence- home and alone.

45 II. Public Comment I of II

46 Ms. Lawrence added that they are taking questions via Zoom.

47 Ms. Hinckley noted that Mont Vernon community member, Ms. Amy Wyman, questioned if the
 48 District was continuing with the food delivery program from over the summer.

49 Superintendent, Mr. Adam Steel, replied that the food delivery program has not been extended
 50 due to staffing. They are looking into if parents can pick up the meals, it is still being discussed.

51 Ms. Lawrence asked for further questions.

52 There were no further questions and the Board thanked Ms. Wyman.

53 III. Consent Agenda

54 Ms. Lawrence asked if there were any questions on items 1-3.

55 Mr. O'Keefe questioned if they need to submit the emails that they receive from concerned
 56 parents. He suggested that they be apart of the public record.

57 Ms. Hinckley also noted that she has received some emails and has forwarded them to Ms.
 58 Lawrence.

59 **Mr. O'Keefe motioned to accept the Consent Agenda items 1. Draft Minutes Aug 17th,**
 60 **2020, 2. Draft Minutes Aug 27th, 2020, 3. Draft Minutes Aug 28th, 2020 with Board**
 61 **Signatures, as written. Ms. Hinkley seconded the motion. The vote was unanimous, motion**
 62 **passed.**

63 **Ms. Lawrence called a roll call: Lawrence-Yes, O'Keefe-Yes, Hinckley- Yes, Eckhoff-Yes,**
 64 **St. Denis- Yes and O'Keefe-Yes.**

65 Ms. Lawrence added that she would like to review the emails from concerned parents from some
 66 of the 5th grade parents. She noted that one email was around the decision not to hire the third
 67 additional teacher the 5th grade at that point, had 20 in person learners in one classroom with one

68 teacher. She added that she has an email from Ms. Autumn Grdina. 17 Old Milford Road, Mont
69 Vernon NH.

70 Ms. Lawrence asked Mr. Steel for clarification as what to do with the emails.

71 Mr. Steel replied that they can be appended to the minutes.

72 Ms. Lawrence then read an email from a concerned parent and it captures the sentiment.

73 She noted that this person is a concerned parent that considers herself an informed member of the
74 community that attends board meetings regularly, active in the community and the PTA and is
75 regular contact with board members and administration. She had no prior knowledge of the
76 change that was made in the 5th grade from two classes to one. She had heard from a friend on
77 social media. She was asking if the change was made with direct input from parents or
78 communication to parents of the students that were directly affected. She also asked if anyone
79 attended the meeting which the change was voted on. She still has not gotten a formal
80 communication about that from the school. If she had not heard it from a friend, then she would
81 not have found about it until her son came home from school. A class size of 20 would not be
82 acceptable during non-pandemic environment so why is it acceptable now. A class size of 20 is
83 not acceptable at AMS, to the point that they are asking people to go remote to keep the class
84 sizes down, then why is it ok for MV to have a class size of 20. Yes, the children are in the
85 largest classroom but questioned why is it acceptable for them to be in the classroom all day
86 long.

87 Ms. Hinckley added that she is also a 5th grade parent. She believes that the parents are used to
88 small class sizes, and in the Re-Opening Plan it was discussed that the class sizes were not going
89 to be larger than 10 or 11. Additionally, there was no communication to them about this change
90 until after the kids were dropped off. This is what she heard that most from parents.

91 Ms. Lawrence added that Principal Sarfde has spoken with the 5th grade parents and the
92 recording to that was sent out. They can also get an update from her.

93 Superintendent Steel remarked that all of the Principals will be answering questions at the SAU
94 meeting tonight.

95 Ms. Lawrence then read an email from Ms. Kristen Scully, Mont Vernon Community Member.

96 *“ Good Afternoon, I am writing to you with my concerns with the remote learning plans for the*
97 *Mont Vernon Village School. I kept up with the happenings over the summer and felt that the*
98 *district had a good plan but always wondered how it would work for the MVVS. I still believe*
99 *that they have a good plan for Amherst and the High School, however, the plan does not*
100 *translate well to Mont Vernon. My concern is the limited amount of instruction time in core*
101 *subjects that the students have with their teacher. My son is in the 5th grade and he has 40*
102 *minutes a day for each Math and ELA 4 days a week. It is my understanding that Science is*
103 *provided but will not be taught by the teacher and Social studies is only being slipped into ELA.*
104 *160 minutes a week for ELA and Social Studies does not seem to be enough for the students to*
105 *learn what needs to be taught, especially in 5th and 6th grade when they cover more materials in*

106 *social studies. This is not a reflection on the teacher, she has been great especially given the*
107 *last-minute switch. After the morning meeting, and 80 minutes of instruction he is doing his*
108 *assignments for the rest of the day. The instruction time seems very sparse to me, especially*
109 *given the instruction time for in person learning. It averages 64 minutes a day since there is not*
110 *instruction time on Fridays. Small groups are being done at the end of the day and Fridays, but*
111 *each student is not involved every day. In addition, Spanish is not being taught, although a*
112 *website is provided with links. This concerns me greatly as the plan was for students to be*
113 *learning the same thing whether remote or in person. One full year of growth should be in all*
114 *subjects not just ELA and Math. While I know that being remote is a choice, all summer it was*
115 *promised that the two modes would be as close as possible in instruction. This is not holding true*
116 *in Mont Vernon. I think it will make it very difficult if students want to switch modes. This is*
117 *especially true if the 5th grade needs to implement a lottery for in person learning. Some of the*
118 *out of box thinking needs to happen in order for the school to come up with better and more*
119 *equitable options. This does not have to be spending more money but perhaps how the schedule*
120 *is viewed, maybe in person teachers teach a section to remote students and if the in-person*
121 *students are doing class work they can be overseen by a paraprofessional. Perhaps the Spanish*
122 *Teacher takes one of her three days a week and teaches the remote students. It would also be*
123 *helpful to have an idea what the in-person learners are being taught on a weekly basis, a weekly*
124 *update would be helpful to know what topics are being taught in school. I believe this was asked*
125 *by one of the parents in a zoom meeting this summer. Parents can better supplement if needed.*

126 *The teachers and school administration have been hard at work to make this work as evidenced*
127 *by all the last-minute changes, but it needs to be recognized that the district plan falls very short*
128 *in Mont Vernon for remote learners. An additional teacher for online students would not have*
129 *solved this problem. Mont Vernon is a very different school with fewer teachers and students. A*
130 *plan specific to Mont Vernon would have better suited the students.*

131 *Respectfully Submitted,*

132 *Kristen Scully”*

133 She questioned if there were any other emails.

134 Mr. O’Keefe replied only the emails that were CC’ed to the other board members.

135 Ms. Lawrence added that there was one email about a bussing situation. The gist from that parent
136 is that there seems to be some confusion about an overflow bus #4 that is trailing behind bus #3
137 and potentially others creating confusion. This parent has reached out to the bus company and
138 the school and is not satisfied with the response. It still feels as though the bus company is not
139 completely sure what the plan is. She did forward that email to the Principals of the two schools
140 involved.

141 She asked if there were any other comments

142 Mr. O’Keefe commented that he wants to make sure that the school administration is being
143 responsive to the parents with these types of concerns.

144 Mr. Eckhoff suggested that any emails that the Board receives should automatically go into the
145 minutes so that they are part of the record.

146 Ms. Lawrence noted that she always responds to the community member and asks to make sure
147 that it is allowable to be read into the minutes.

148 She asked if there were any other comments.

149 Mr. Eckhoff asked about the enrollment numbers with the 5th grade. He inquired if they
150 comfortable about where they are at.

151 Mr. Steel responded that it might be 19 with enrollment. He has communicated with a majority
152 of the parents and understands where they are coming from. They are doing everything they can
153 to support those students and know that they are not where the 5th grade families want to be.

154 Ms. Lawrence asked about a having a conversation with Principal Sarfde about the remote
155 concerns. It does not sound like the remote experience is as close as an experience as in person.

156 Mr. Steel replied that Principal Sarfde will be happy to provide an update, their remote learning
157 it is much better than it was in the spring. They have invested a lot of time and energy providing
158 support to their staff to make sure that it is a better experience than before. He wants to caution
159 that remote learning is not the same as being in person.

160 IV. Public Comment II of II

161 Ms. Hinckley replied that there are several in the Q and A.

162 Ms. Kim Roberge and Ms. Eileen Naber inquired about the number for in person and remote.

163 Ms. Lawrence replied that she did see that in the Principal's Reports.

164 Ms. Elizabeth Burkart questioned the sufficiency of communication regarding lunch and social
165 distance spacing.

166 Mr. Steel replied that they are working on a plan to change the lunch from the MPR. Spacing is 6
167 feet and in some cases it is not. As stated in their plan, it is still their goal to make that possible.
168 He opened up the Principal's Report for the MVVS. The high is 30 in grade 3, which is class size
169 of 15.

170 Mr. O'Keefe noted that K-4 has two remote teachers not just one.

171 Ms. Bonnie Angulas inquired how will the school be notified of positive Covid cases.

172 Mr. Steel replied that their website has up to the minute data. In addition, they would send home
173 letters and make individual phone calls to families. NH DHHS directs their steps.

174 Ms. Amy Wyman inquired about the enrollment cap for the 5th grade. She would like the
175 definitive answer on the cap for in person students.

176 Mr. Steel answered that the number is 20. They will try to avoid having a lottery and not in that
177 situation now.

178 Ms. Autumn Grdina, 17 Old Milford Road, thanked the Administration and Board for listening
179 to their concerns. She asked for prior informative communication.

180 Ms. Lawrence replied that Principal Sarfde has made communication a top priority. They do
181 have a question about the tents with the weather changing.

182 Mr. Steel replied that he will follow up and get back to the Board.

183 Ms. Hinckley inquired if they have the ability to revisit the number of teachers.

184 Ms. Lawrence replied that she is not sure due to the budgetary constraints.

185 Mr. Steel added that if they were to realign staff then the funds would have to come from
186 somewhere else. They have made their request to the DOE and the DRA to use the amount of
187 money that was approved by the Board. They have received that, and the tax rate is being
188 processed as we speak.

189 The Board thanked Superintendent Steel.

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

191 **Mr. O’Keefe motioned to enter into Non-Public Session RSA 91 A:3 II (k) at 5:25PM. Ms.**
192 **Hinckley seconded the motion. The vote was unanimous, motion passed.**

193 **Ms. Lawrence called a roll call: Lawrence-Yes, O’Keefe-Yes, Hinckley- Yes, Eckhoff-Yes,**
194 **St. Denis- Yes, and O’Keefe-Yes.**

195 Members Present: Ms. Lawrence, Ms. Hinckley, Mr. Eckhoff, Mr. O’Keefe, Mr. St. Denis.

196 Other persons present during nonpublic session: Superintendent Steel

197 Description of matters discussed, and final decisions made: Covid 19 and future school plans

198 No motion was made to seal the minutes.

199 VI. Meeting Adjourned

200 **Ms. Lawrence adjourned the meeting at 5:40PM**

201

202

MVVS Board Update

October 2020

MVVS Academics



Students in **kindergarten** are adjusting well to school procedures and expectations. In math, we are working on number sense to ten. We have practiced writing, counting, and showing numbers to ten. 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 recognizing the initial and final letter sounds in a given word, rhyming words, and we are able to put together and break apart compound words. Kindergarteners are working on recognizing that sentences start with a capital letter and end with punctuation. We are working on understanding characters and settings of books. We are also working on being able to retell a story starting at the beginning, telling about the middle, and the end. In science we are weather watchers! We are looking at the weather and we can notice seasonal patterns.

Students in **first grade** have begun the school year working on building good reading habits. Students are learning all about things that good readers do before, while, and after reading a book. They are working on reading independently every day and building their reading stamina. During Foundations, students have been working on proper letter formation and learning/reviewing letter sounds. First-grade math instruction has been focused on building students' number sense. Students are representing numbers in many ways, ordering numbers, comparing numbers, and talking about place value as they work to extend the counting sequence, understand place value and eventually apply this knowledge to help understand the properties of addition and subtraction. Students have begun our science instruction with Mystery Science and the focus of the first few lessons have been to learn about being a scientist. Students have worked on observing and asking questions, as well as inventing and engineering. They love their science lessons and are already problem solvers that persevere through first time failures.

Students in **second grade** are reviewing addition and subtraction strategies to add and subtract within 20 using mental strategies fluently. During morning meeting, students are reviewing calendar skills. They are also working on setting up the reader's workshop. Students will enjoy works of fiction in the next few weeks. Morning work activities include journal prompts and narrative writing vignettes.

Students in **third grade** are working on building successful reading skills at home and in the classroom. They are practicing their best reading strategies like choosing a good reading spot, talking about books, studying reading patterns, and "reading like gold." Students are also working on strategies to help us understand the stories we read and to tackle more challenging texts. In math, students have reviewed place value and are working to solve two-step word problems that involve addition and subtraction, as well as adding and subtracting numbers within 1000.

Students in **fourth grade** are working on understanding the importance of place value by comparing whole numbers, as well as adding and subtracting multi-digit numbers. In science, students are investigating the human body and how body systems work together.

Students in **fifth grade** are practicing making inferences and citing evidence from a text. They are currently reading Pedro's Journal and analyzing how the character changes throughout the story. Students are also learning about figurative language. In math, students have been reviewing place value and have begun working with decimals. In Science, students are learning about astronomy. They have been introduced to the solar system and the eight planets and their characteristics. They are learning about the difference between revolution and rotation and what causes the seasons.

Students in **sixth grade** Humanities are working on an informational unit about bees and their struggle with Colony Collapse Disorder. Through this unit, students are doing informational reading, learning how to pull out main ideas and supporting details, and how to provide effective evidence to support our claims. In Social Studies, students are learning the Five Themes of Geography and how they play a role in all areas of Social Studies. Students are reviewing fractions during math sessions, including finding equivalent fractions and comparing fractions, as well as adding, subtracting, multiplying, and dividing whole numbers by fractions. In science, we are starting our Earth systems unit. We will begin by studying the geosphere changes, including weathering, erosion, deposition, plate tectonics, and the rock cycle. The WIN block is tailored to individual student needs. WIN activities include Dream Box, vocabulary building, geography projects, science projects, math projects, writing, and small group support.

Remote K-4

Remote math classes started the year with two new math routines. "Would you rather?" involves students looking over two situations or scenarios and making a choice between them. Then, they justify their choices using mathematical thinking. Through discussions, we work on flexibly knowing numbers as well as many other mathematical concepts. Our next new routine is called "Which one doesn't belong?" In these activities, students look at 3 or 4 sets of something and decide which one doesn't belong in the group. They make an argument and share the reason behind their choice. Both routines allow us to practice many kinds of math each day. We are also learning a variety of content, vocabulary and problem-solving strategies. All the while, we are also growing in exhibiting our mathematical practices of reasoning abstractly and quantitatively as well as constructing viable arguments and critiquing the reasoning of others.

Students have also worked on patterns (in both number sequences and shapes) as well as subitizing and mental math computation. Kindergarten is currently working on number recognition up to ten, and first graders are building and recognizing numbers with tens and ones. Our second graders are learning to add large numbers quickly by making tens while our third and fourth graders are exploring place value concepts (including ordering and comparing numbers and flexibly knowing numbers such as 370 can also be known as 37 tens). These kids are amazing mathematicians!

Remote K-4 ELA/Humanities classes started the year with a short series of lessons and stories about how letter writing can be a great way to share our lives. Some classes wrote to Mrs. Brown, others wrote to Mr. Schuttinger, and kindergarten co-wrote an invitation to a dog party at my house! We had fun with our letter writing.

In Segment 2, we moved into discussions about our 5 senses, and how noticing the sights, sounds, and smells around us can help us use more interesting language when we speak and write. For older students, this will translate into using more descriptive words in writing to create pictures in the minds of our audience. In grade 4 we have begun reading *Because of Winn-Dixie*, a novel set in the Southeast. We are talking and writing about character traits and learning a bit about the Southeastern region of the US along the way. Grade 3 has begun an author study of Patricia Polacco, whose own life and family have influenced her stories, as a bridge to doing some writing about their own lives.

All classes are working on various phonemic and phonics concepts. Grades K-3 are following the Foundations curriculum. In grade 4 we are reviewing key concepts including syllabication rules and syllable classification. These skills are critical for decoding the increasingly complex vocabulary in grade 4. This work will set the stage for our study of morphology as the year progresses. I am also setting up times to assess students individually in reading, to make sure I am planning appropriately to meet their learning needs. This data and the NWEA results will assist me in creating small groups for targeted literacy instruction.

Remote 5-6

Students in fifth and sixth grade remote classes are closely following what the in-person classes are doing. **Fifth grade** is working on making and supporting claims about character growth and development in ELA; developing an understanding of place value with whole numbers and decimals in math; and solving mysteries around why the seasons change in science. **Sixth grade** is working on identifying conflict in literature and analyzing its effects on characters in ELA; performing operations with fractions in math; and analyzing how the Earth changes because of erosion in science. Students have been having a lot of fun and doing a lot of learning on this remote journey!

Enrollment 20-21

MVVS (* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		21	21								
1		23	23								
2		20	19								
3		30	28								
4		23	25								
*5		20	20								
6		27	27								
Total		164	163								
Family		143	143								

Remote

K-4		27	29								
Gr.5-6		14	12								

Homeschool Students

K-6		11	11								
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Dreambox Math Update

MVVS has made tremendous strides in math. We want to keep the successful momentum going. Thus, all teachers have been asked to have students work on Dreambox math for a minimum of 90 minutes each week. Dreambox is being used in addition to core math instruction. In an effort to build excitement for students, we are issuing Dreambox Awards for students based on the number of lessons they complete and the time they spend on the program. Last Friday, we handed out more than 20 awards and prizes to in-person and remote students.

Special Education Update

Special education teachers and paraprofessionals have been working hard to establish relationships with students. They are scheduling meetings with parents and checking in with teachers to meet student needs. They are also building schedules and helping out with classroom routines for identified students. They have delivered services for identified students both in person and remotely. They have also gone out of their way to help out at lunch in a continued effort to establish and sustain relationships with students. They have taken charge of parent pick up, and they are working to expedite the process as much as possible.



Music Update from Mrs. Carle

Music class is kicking off the year with an exploration of rhythm. The younger grades are focusing on finding the steady beat within music and moving their bodies in different ways to match the beat. The middle grades are reviewing the basics of rhythmic notation while learning to identify if music they hear is grouped in double or triple beat patterns. The upper grades are reviewing more complex rhythmic notation and learning intricate desk and body percussion routines. The students will be building on these skills with improvisation and rhythmic composition activities in the weeks to come.

PE Update from Mrs. Knickle

K-2 PE: We have been working hard on practicing our locomotor skills. So far, we have practiced running, skipping, sliding, galloping, and hopping on one foot. We are focusing on spatial awareness and how to move around without bumping into other students.

3-6 PE: We have been building our cardiovascular fitness by running a lap around the field without stopping. We will soon begin running 2 laps. Students have been practicing their frisbee throwing skills by participating in a variety of activities like frisbee bocce and frisbee baseball.

Hispanic Heritage Month

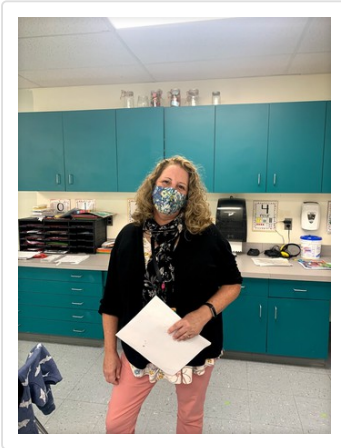
We are celebrating Hispanic Heritage Month at MVVS! Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15 by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.



Spanish Update from Mrs. Guarrera

In all grades, we began the year with some games to get to know one another, and we learned about classroom expectations. Kindergarten and first grade have been working on greetings and colors using songs, and second grade has reviewed these topics, as well as beginning to learn the days of the week. Third and fourth graders are focusing on the alphabet and practicing spelling and pronunciation. Fifth and sixth graders are beginning to see that we are more academically focused this year in anticipation of moving up to middle school. We are studying a vocabulary list for greetings and introductions, practicing conversations, and learning about formal vs. informal speech in preparation for our first assessment. All students were invited to explore our bitmoji classroom with links to access technology tools. Our cultural topic for the month is Hispanic Heritage and we have

been exploring the contributions of famous Spanish speakers in a variety of areas including art, music, sports, government, science, and many more.



Our New Paraprofessionals

We are thrilled to have our new paraprofessionals, Mrs. Redway and Mrs. Whitney. They have been making parent phone calls to check in with families and gather feedback about our remote and in-person learning programs. They are also able to troubleshoot issues, and direct parents to people who can help.

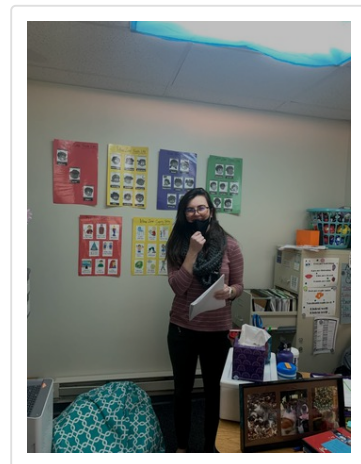
Additionally, Mrs. Redway and Mrs. Whitney have been a tremendous help to all classroom teachers, specialists, and remote teachers. They have played a vital role in supporting teachers during the administration of NWEA and other K-2 reading assessments.

They have played a vital role in holding lunch in the classroom in grades 3 and 4. Additionally, they have each been assigned to recess duties for their assigned grade levels.

They have also jumped right into arrival and dismissal duties. You can find them out front of the building waving to cars and escorting students to and from cars in the morning and in the afternoon.

School Counselor Update

Miss O'Keefe, our school counselor, has been teaching second step lessons. The lessons have been very successful. She notes that parents have been getting home links and returning them, which indicates parents are doing the lessons at home with children. This is very exciting news. Miss O'Keefe has also been holding sessions remotely and in person. She has a few remote students who are also coming into the building for counseling services. She has created a community resource pamphlet that is available to all parents, and she has also created a pamphlet for grandparents who acts as guardians for our students.



Our students are in the process of taking the NWEA assessments. We are offering in-person and remote testing sessions. After all of the Reading & Math data is uploaded to our data dashboard, we will disaggregate the results for each classroom to identify high achievers with high growth, high achievers with low growth, low achievers with high growth, and low achievers with low growth. Additionally, we will examine relative areas of strength and relative areas of unfinished learning. In addition to preliminary reports that are being sent to each teacher, we have scheduled grade-level monthly data meetings to discuss how to use our WIN (What I Need) block to best meet the needs of each student.

NWEA Normative Data

NWEA has recently updated the normative data. According to the NWEA MAP website, over the past few years, differences in growth norms have been observed. Most notably, student achievement has declined in recent years across subject areas. There are also differences in the magnitude of growth observed between test events. On average, in mathematics and reading, the 2020 growth norms show slightly lower means in the earlier grades and slightly greater means in the upper grades. Drops in the average mathematics and reading achievement for grade four are consistent with recent declines reported on the National Assessment of Educational Progress (NAEP). Moving forward, we will be using the 2020 normative data to track student achievement and growth.

Our K-4 remote humanities teacher, Maggie Holm, created an internal data dashboard that will allow us to have a snapshot of each student's growth using multiple data points. The dashboard will be analyzed during our monthly data meetings in an effort to consistently and effectively progress monitor. The goals for our monthly data meetings include:

1. evaluating student achievement and growth
2. individualizing instruction
3. setting achievement and growth goals for students or groups of students
4. supporting conversations about achievement patterns



MVVS_Family_Brochure.pdf

[Download](#)
103.6 KB



9-No school—PD for teachers

12-Columbus Day-No School

15-MVSB Meeting 6-8pm

16-MVSB & Budget Committee Meeting 5-7pm

21-Picture Day MVVS

29-MVVS Early Release MVVS ONLY

30-Fall Costume Parade (students only)

Thursday, October 15th, 2020

Mont Vernon School Board

First Reading Policies from SAU Meeting 09 14 2020

AMHERST / MONT VERNON / SOUHEGAN POLICY

JLDBB – SUICIDE PREVENTION AND RESPONSE

The District is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2021, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.
1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

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JLDBB – SUICIDE PREVENTION AND RESPONSE

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c) developing - or assisting individual teachers with the development – of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The Assistant Principal or Dean of Students, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

- #### C. Annual Staff Training. The Superintendent shall assure that beginning with the 2021-22 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

- #### D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or

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JLDBB – SUICIDE PREVENTION AND RESPONSE

intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

JLCD-F3 – INHALED MEDICATION ADMINISTRATION FORM (SELF-ADMINISTRATION)

Student's Name: _____ DOB: _____

Student's Teacher _____ School: _____ Grade: _____

Parent/Guardian Name: _____ Emergency Tel# _____

Name of Medication: _____

Please list all medications student is taking at home (Prescription and Over-the Counter medications):

To be completed by health care provider:

Diagnosis/Condition: _____

Asthma Triggers: _____

Please list any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of parents/guardian to keep confidential:

DOSE to be given at school and ROUTE: _____

FREQUENCY and TIME (s) to be given at School: _____

Specific recommendations for administration: _____

Special side effects, contraindications and adverse reactions of this medication to be observed for:

Dates to be given at school _____ or _____ **20 -20** school year

It is my professional opinion that _____ has the knowledge and skills to safely possess and use an inhaler in school and should be allowed to carry and use that medication by himself/herself without supervision.

Lic. Prescriber's Signature: _____ Date: _____

Lic. Prescriber's Name (please print): _____

Business Telephone: _____ Emergency Telephone: _____

PARENT/GUARDIAN AUTHORIZATION

Yes No I give my permission for release/exchange of pertinent information between the school nurse and the lic. Prescriber's office by telephone, mail or electronic exchange regarding all of the above medical/ medication information concerning my child.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects. Signature of Parent/Guardian _____ Date: _____

My child has been instructed in the proper way to use his/her medications and should be allowed to carry and use that medication by himself/herself without supervision and I give my child permission to do so.

Signature of Parent/Guardian _____ Date: _____

Parent will provide backup inhaler to be kept in Health Office YES NO _____
Parent initials

JLCD-F2 – EPI-PEN MEDICATION ADMINISTRATION FORM (SELF-ADMINISTERED)

Student's Name: _____ DOB: _____

Student's Teacher _____ School: _____ Grade: _____

Parent/Guardian Name: _____ Emergency Tel# _____

Diagnosis/Condition: _____

Please list any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of parents/guardian to keep confidential: _____

Name of Medication: _____

DOSE to be given at school and ROUTE: _____

FREQUENCY and TIME (s) to be given at School: _____

Should a second dose be given? Y N If so, when _____

Specific recommendations for administration: _____

Contraindications, Adverse Reactions and/or Side-effects of this medication:

Severe adverse reactions that may occur to another pupil for whom the epinephrine is not prescribed, should such a pupil receive a dose of the medication: _____

Dates to be given at school OR if all year put school year date: _____

PLEASE LIST ALL MEDICATION THE CHILD IS TAKING AT HOME (Prescription and over the counter medications) if not a violation of confidentiality

1. _____ 2. _____

3. _____ 4. _____

It is my professional opinion that _____ has the knowledge and skills to safely possess and use an Epi-Pen in school and should be allowed to carry and use that medication by himself/herself without supervision.

Lic. Prescriber's Signature: _____ Date: _____

Lic. Prescriber's Name (please print): _____

Business Telephone: _____ Emergency Telephone: _____

PARENT/GUARDIAN AUTHORIZATION

Yes No I give my permission for release/exchange of pertinent information between the school nurse and the licensed prescriber's office by telephone, mail or electronic exchange regarding all of the above medical/ medication information concerning my child.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.

Signature of Parent/ Guardian _____ Date: _____

My child has been instructed in the proper way to use his/her medications and should be allowed to carry and use that medication by himself/herself without supervision and I give my child permission to do so.

Signature of Parent/ Guardian _____ Date: _____

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

JLCD-F1 – MEDICATION ADMINISTRATION AUTHORIZATION FORM

Student's Name _____ DOB _____

Teacher/Advisor _____ School _____ Grade _____

Name of Medication _____

TO BE COMPLETED BY HEALTH CARE PROVIDER:

Diagnosis/Condition _____

Dose, Route other Administration Instructions _____

Frequency & Time(s) to be given at school _____

Dates to be given _____ **20_/20_** school year or _____

Optional:

If an AM dose is given at home and is omitted, a dose of _____ mg may be given at school after omission is verified by a parent/guardian. School dose may then be given _____ hours later.

Special Side Effects, Adverse Reactions or Contraindications _____

Additional information _____

Licensed Prescriber Signature _____ Date _____

Licensed Prescriber Telephone Number _____

PARENT/GUARDIAN AUTHORIZATION

PLEASE LIST ALL MEDICATION THE CHILD IS TAKING AT HOME (Prescription and over the counter medications) if not a violation of confidentiality

1. _____ 2. _____
3. _____ 4. _____

I hereby authorize the designated staff person or school nurse to administer the above medication as directed. In consideration for this service, I further agree that I will not hold liable, and will otherwise save harmless, the District and/or any department or employee thereof for death or injury resulting from administration or assistance in the administration of the medication described above. I understand that (a) not more than one month of prescribed medicine may be stored in school, (b) medication will be delivered directly to the School Nurse, Principal or designated staff member by the parent or guardian, if possible, and (c) the medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

Printed Name of parent/guardian _____

Signature of parent/guardian _____ Date _____

Yes No I give my permission for release/exchange of pertinent information by telephone, mail or electronic exchange including fax or e-mail between the school nurse and the physician's office regarding the above medication.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.

Signature of parent/guardian _____ Date _____

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

EHAB – DATA GOVERNANCE AND SECURITY

Category: Priority/Required by Law

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

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

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

A. Definitions

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

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

B. Data and Privacy Governance Plan - Administrative Procedures.

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

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
- (c) Policies and procedures for access to data and protection of privacy for students and

EHAB – DATA GOVERNANCE AND SECURITY

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

- (d) A response plan for any breach of information, including a reasonable attempt to notify parents of data breaches; and
- (e) A requirement for a service provider to meet or exceed standards set by the New Hampshire Department of Education for data protection and privacy.

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

C. Information Security Officer.

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

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

D. Responsibility and Data Stewardship.

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

E. Data Managers.

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

F. Confidential and Critical Information.

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

EHAB – DATA GOVERNANCE AND SECURITY

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

EHAB – DATA GOVERNANCE AND SECURITY

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

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

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

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

G. Using Online Services and Applications.

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

H. Training.

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

I. Data Retention and Deletion.

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

EHB – DATA GOVERNANCE AND SECURITY

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

J. Consequences

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

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

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

Legal References:

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

First reading: April 16, 2019

MONT VERNON POLICY

AD – MONT VERNON SCHOOL DISTRICT PHILOSOPHY

The philosophy of the Mont Vernon School District is based upon enduring principles of education and serves to guide the policies, procedures and practices which govern the operation of the school.

We believe it is the responsibility of the school to:

- * provide a stimulating environment for learning, where strong academic skills are developed in conjunction with physical proficiency, social responsibility and sound aesthetic and moral judgment
- * promote an atmosphere of mutual trust and respect
- * give students a foundation for responsible citizenship in a democratic society
- * recognize students as individuals with differing temperaments, rates of development, motivation and learning styles; students are encouraged and expected to develop their full potential
- * encourage teachers to continually promote excellence in education through varied methods of instruction

It is the obligation of the school to be responsive and accountable to the community, which in turn will provide necessary support and resources. A challenging and effective program should result from the combined effort of the school board, professional and support staff as well as the citizens of Mont Vernon.

This Statement of Philosophy shall be practiced in the schools and promulgated to the community by inclusion in such publications as the annual school district report, newsletters and school calendars.

Adopted: June 1991

KLG – COOPERATION WITH POLICE AUTHORITIES

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

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

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

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

Legal References:

RSA 186:11, XXXVII, School Resource Officers

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

MEMORANDUM OF UNDERSTANDING

Between

School Administrative Unit #39 & Amherst Police Department

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

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

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

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

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

Responsibilities

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

Supervision Responsibility and Chain of Command

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

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

Information Sharing

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

Investigations

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

Searches

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

Student Interviews

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

Classroom Instruction

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

Notification to School Principal

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

Fraternization

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

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

Training

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

Schedule

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

Uniform

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

Communication

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

Evaluation of the Program/Grant Project

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

Chief Mark O. Reams
Amherst Police Department

Date

Superintendent Peter Warburton
School Administrative Unit #39

Date

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KL - LEGISLATIVE REPRESENTATIVE

Category R

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

AMHERST, MONT VERNON and SOUHEGAN POLICY

KI - VISITORS TO THE SCHOOLS

Category R

All persons, other than staff and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school Principal or Secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the Principal or by direct contact with the teacher.

No person shall visit a school without first reporting to the office of the Principal as to the purpose and place of the visit.

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

Category R

Also GBGBA & JLCEA

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

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

1. Location of the AED (s)

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

2. Authorized Employees/Training of Users

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

3. Maintenance

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

4. Registration of AED(s)

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

5. Incident Reporting

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

6. Liability Limited

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

Statutory Reference:

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

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

Appendix KFD-R

AMHERST, MONT VERNON, and SOUHEGAN Policy

KF - USE OF SCHOOL BUILDINGS AND FACILITIES

Also ECA

It is the School Board's desire that the citizens of our town enjoy the use of school facilities. It is the board's intent that such use should take place with proper regard to all applicable statutes and ordinances, and that such use should take place with respect for the preservation of the facilities for school use. The Superintendent will establish administrative procedures and regulations to implement this policy. It is the School Board's desire that the citizens of our town enjoy the use of school facilities. It is the board's intent that such use should take place with proper regard to all applicable statutes and ordinances, and that such use should take place with respect for the preservation of the facilities for school use. The Superintendent will establish administrative procedures and regulations to implement this policy (see SAU 39 Facilities Use Procedure Manual).

When not in use for school purposes, school facilities may be used by community groups and organizations, as well as other non-community based groups, provided that the application process has been completed and is approved. The application process will include the submission of proof of insurance.

First priority for the use of all school facilities is granted to the schools for school activities and organizations with direct school affiliation. Second priority for the use of school facilities is granted to the Town Recreation Department. Third priority is granted to organizations with direct Town affiliation. Fourth priority is granted to those activities and organizations that serve the youth of the community. All other proper requests shall be granted on the basis of availability.

No person, group, or organization has any vested right to use the school facilities. The School Board reserves the right to make the final decision on the use of any school facility. Approval may be denied due to lack of appropriate space, if a previous activity by the applicant resulted in a violation of any aspect of any School Board policy or guidelines, or if the facility is to be used for an unlawful purpose.

Authorization for use of school facilities shall be considered neither an endorsement nor approval of the activity, group, organization, or the purposes they may represent.

When schools have been closed because of inclement weather, the facilities will be closed for all use. The schools do not assume the responsibility of contacting groups when such closures occur. The Superintendent or his/her designee may waive this requirement.

Organizations connected with and promoting recognized school functions will not incur any facility use fees but personnel and/or equipment fees may be assessed. The School District should not incur additional costs due to the community use of school facilities.

Whenever a community group is permitted to use a school facility, at least one district employee must be on hand, unless the Superintendent or his/her designee determines the school employee's presence is not necessary.

The Superintendent or his/her designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities. The Board must approve any special requests or exceptions to this policy and/or regulations.

It shall be the responsibility of any user of a school facility to leave the school facility in a satisfactory condition. All users of school facilities agree as a condition of use to pay the cost of any damages to the facilities and school equipment other than damage caused by normal wear and tear.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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

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

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

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

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

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

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KD-R

SCHOOL DISTRICT SOCIAL MEDIA WEBSITES - REGULATIONS

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

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

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

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

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

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

See Also: Policy KE

Legal References:

RSA 189:70, Educational Institutional Policies on Social Media

Amended: September 2015

New Sample Appendix: September 2013

KDCA - USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM

Category R

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

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

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

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

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

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

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

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KDC – SCHOOL DISTRICT PUBLISHING ONLINE

General

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

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

Organizational Responsibility

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

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

Publishing Standards

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

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

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

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

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KDC – SCHOOL DISTRICT PUBLISHING ONLINE

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

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

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

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

KDA - PUBLIC INFORMATION PROGRAM

Category R
See also KA

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

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

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

Legal References:

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

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KD - SCHOOL DISTRICT SOCIAL MEDIA WEBSITES

Category: Recommended

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

Establishment of Regulations

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

Limitation of Public Comments

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

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

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

Privacy

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

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

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

Definitions

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

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

Guidelines for Content

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

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

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

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

Copyright

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

See Also: KD-R, Administrative Regulations

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

New Sample Policy: September 2013

KCD - PUBLIC GIFTS/DONATIONS

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

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

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

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

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

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

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

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

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

Appendix KCD-R

KB - TITLE I FAMILY AND COMMUNITY ENGAGEMENT

Category: Priority/Required by Law for all Title I Districts

This policy is required for school districts receiving Title I funds (e.g., Title IA, Focus/Priority, SIG.)

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

- (1) Honor and recognize families' funds of knowledge,
- (2) Connect family engagement to student learning,
- (3) Create welcoming, inviting cultures, and
- (4) Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meeting will provide parents and family members opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental

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involvement policies.

6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

NHSBA Note, September 2016: Changes to this Sample Policy are required pursuant to the recent passage of the Every Student Succeeds Act (ESSA). ESSA contains various changes to Title I requirements and certain aspects of community and parental involvement. The changes made throughout this policy are intended to address those requirements. The changes made throughout this policy relative to Title I parental involvement are recommended by the New Hampshire Department of Education in collaboration with NHSBA.

Legal References:

20 U.S.C. §6318, Title I - Parental Involvement

KA/IJO - SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

Category: Priority/Require by Law

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

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

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

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

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

Legal References:

Ed 306.04(a)(11), Community Partnerships

Ed 306.04(k), Community Partnerships

JLF - REPORTING CHILD ABUSE OR NEGLECT

Category: Priority/Required by Law

Related Policies: GBEBA, IJOC & JICK

A. Statutorily Mandated Reporting – All Persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

The report should contain:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child's welfare,
- c. the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),
- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to **DCYF**, call **24/7 (800) 894-5533** (in-state) or (603) 271-6562. **In cases of current emergency or imminent danger, call 911.**

B. Additional provisions relating to school employees, volunteers and contracted service providers.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

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1. Request for Assistance in Making Initial Report.

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

- (a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- (b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

2. Principal's Action upon Receiving Report.

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

3. Requirements for Reporting of Other Acts.

Employees/contract providers are also reminded of the requirements to report any act of "theft, destruction, or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671:7. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

C. Signage and Notification.

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

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Legal References:

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
RSA 169-C, Child Protection Act
RSA 169-C:29-39, Reporting Law
RSA 189:72, Child Abuse or Neglect Information
RSA 193-D:4, Safe School Zones, Written Report Required

JLCD-R - ADMINISTERING MEDICATION TO STUDENTS

A. Written Authorizations

In order for prescription medications to be given at the school, the following shall occur:

- (1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be file in the student's health record:
 - a. The student's name;
 - b. The name and signature of the licensed prescriber and contact numbers;
 - c. The name, route and dosage of medication;
 - d. The frequency and time of medication administration or assistance;
 - e. The date of the order; and
 - f. A diagnosis, if not a violation of confidentiality;
- (2) The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
 - a. The parent and/or guardian's printed name and signature;
 - b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; and
 - c. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
- (3) The school nurse shall ensure the authorization or other accessible documentation contains:
 - a. The parent and/or guardian's home and emergency phone number(s); and
 - b. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

B. Delivery of Medication to School

- (1) A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:
- (2) The prescription medication shall be in a pharmacy or manufacturer labeled container;
- (3) The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
- (4) The medication may be delivered by other adult(s), provided, that the nurse is

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notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

(5) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

C. Recording Provisions

(1) Each school will document the following information regarding medication taken by each student:

- (a) Date and time of administration;
- (b) Name of medication prescribed;
- (c) Name of licensed prescriber;
- (d) Signature or initials of adult present;
- (e) Other comments.

(2) Each school shall document the administration of all medication on a student's health record.

(3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.

(4) Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed.

(5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.

(6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.

D. Student Health Records

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

The State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.

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PARENTAL REQUEST FOR GIVING PRESCRIBED MEDICATION AT SCHOOL

I request the Nurse or staff member assist my child, _____ in taking his/her prescribed medication prescribed,

(Name of Medication)

Prescription Number _____

Druggist _____

Prescribed by Dr. _____

For the period from _____ to _____
(Date) (Date)

(Not more than one month of prescribed medicine may be stored in school.)

The medication will be delivered directly to the School Nurse, Principal or designated staff

member by the parent or guardian, if possible.

The medication will be delivered in a container with a pharmacy label noting the student's name, the

physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

I, agree that by signing this request and "Hold Harmless" statement that I shall not hold liable any member of the school staff who is directed by me to assist my child in taking said medicine.

Signature _____
(Parent/Legal Guardian)

Date _____

School _____

See policy JLCD

JLCD – ADMINISTERING MEDICATION TO STUDENTS

Category: Priority/Required by Law

Related Policies: EHB, JLC & JLCE

Related Forms: JLCD-R, JLCD-F1, JLCD-F2 & JLCD-F3

A. General Provisions for Administration of Medication.

Medication whether prescription or over-the-counter (“OTC”), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 (“the school nurse”). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal’s designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. Prescription Medication will be only be administered in school only after receiving and filing in the student's health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
2. Over-the-Counter Medication may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber’s order, or further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician’s assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

JLCD – ADMINISTERING MEDICATION TO STUDENTS

To the extent consistent with New Hampshire’s Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law and is consistent with the provisions of Board policy JLCE.

C. Field Trips and School Sponsored Activities

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse’s absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student’s parent/guardian may only be delivered to the school nurse or principal/principal’s designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally,

JLCD – ADMINISTERING MEDICATION TO STUDENTS

students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

Legal References:

- .RSA 200:40-b, Glucagon Injections*
- RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted*
- RSA 200:43, Use of Epinephrine Auto-Injector*
- RSA 200:44, Availability of Epinephrine Auto-Injector*
- RSA 200:44-a, Anaphylaxis Training Required*
- RSA 200:45, Student Use of Epinephrine Auto-Injectors - Immunity*
- RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted*
- RSA 200:47, Use of Asthma Medications by Students - Immunity*
- RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*
- RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*
- RSA 326-B, Nurse Practices Act*
- N.H. Code of Administrative Rules, Ed. 306.12(b)(2), Special Physical Health Needs of Students*
- N.H. Code of Administrative Rules, Ed. 311.02(d); Medication During School Day*
- N.H. Code of Administrative Rules, Nur 404; Ongoing Requirements*

JLCC – Pediculosis Management

Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the New Hampshire Department of Education, it is the position of the Amherst, Mont Vernon, and Souhegan Cooperative school boards that the management of pediculosis (infestation by head lice) should proceed so as not to disrupt the educational process.

Although head lice are communicable, they do not transmit disease. They are spread during direct head to head contact or when sharing personal items such as hats, helmets, combs, brushes, and other hair items. However, the incidence of in-school transmission is relatively low. Mass screenings are not recommended as they have proven to have little effect on the incidence of head lice in the school setting. The major focus of control activities should be to lessen the risks of head-to-head contact. Therefore, the school nurse may screen students considered at risk. Cooperation and open communication between families and schools is the most effective method of preventing the incidence of transmission.

If a child is suspected of having head lice, he or she should be examined by the school nurse. "The school nurse is ideally suited to provide education and anticipatory guidance to the school community regarding best practices of pediculosis management" (NASN, 2004). Although data does not support exclusion from school, school activities, and/or transportation based solely on the presence of live lice and/or their eggs (nits), the school principal or designee in conjunction with the school nurse may decide to do so in an effort to contain infestation particularly in situations of increased head-to-head contact. Verbal and written instructions regarding treatment and return to school protocols will be given to the family of each identified student. School staff will act to ensure student confidentiality is maintained and should not segregate or embarrass the child.

Legal References:

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of the School Nurse

RSA 200:39, Exclusion from School

American Academy of Pediatrics, Clinical report - Head Lice, August 2010

NH Department of Education, Frequently Asked Questions, Pediculosis

NH Department of Health and Human Services, Head Lice Fact Sheet

National Association of School Nurses Position Statement on Pediculosis

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JLCB – IMMUNIZATIONS OF STUDENTS

Category: Recommended

Related Policies: EBCF, EBCG, JFABD, JLC & JLCA

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be “conditionally” enrolled and allowed to attend school when the parent/guardian provides:

1. Documentation of at least one dose for each required vaccine; AND
2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.

- D. Health and Religious Exemptions.

1. Medical Exemption. A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c, I from his/her physician that immunization will be detrimental to his/her health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician’s written statement and will continue for the greater of one year or the length of time stated in the physician’s statement.
2. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child’s parent/guardian, and notarized, stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services (NHDHHS), if such students

JLCB – IMMUNIZATIONS OF STUDENTS

are considered to be at risk for the disease or virus that they have not been immunized against.

- E. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

Legal References:

- RSA141-C:20-a, Immunization*
- RSA 141-C:20-c, Exemptions*
- RSA 141-C:20-d, Exclusion During Outbreak of Disease*
- RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*
- NH Code of Administrative Rules, Ed. 311.01, Immunization Program*
- NH Code of Administrative Rules, He-P 301, Communicable Diseases*
- 42 U.S.C. § 11432(g)(3)(C)(iii) – McKinney-Vento Act*

JLC – STUDENT HEALTH SERVICES & SCHOOL NURSES

Category: Priority/Required by Law

Related Policies: EBBC/JLCE, JLCD & JLCCG

- A. General Health Services: The Board may appoint one or more school nurses to carry out appropriate school health-related activities.
- B. School Nurse Qualifications and Responsibilities. A school nurse shall be a registered professional nurse licensed in New Hampshire and certified by the New Hampshire Department of Education. The Board may employ or contract with a Licensed Practical Nurse (LPN) or a Licensed Nursing Assistant (LNA) to work under the direct supervision of the school Registered Nurse (RN). As provided by New Hampshire law, the school nurse is responsible for any delegation of health care tasks.

Responsibilities of the 21st century school nurse include, but are not limited to: providing direct health care to students; providing leadership, care coordination and qualitative improvement of school health services; promoting a healthy school environment and control/surveillance of infectious diseases; promoting health; serving in a leadership role for health policies and programs; and serving as a liaison between school personnel, family, community, and health care providers. Additionally, the school nurse is responsible for the oversight of other school services, including but not limited to: assessing and responding to individual student health needs through Individual Healthcare Plans, maintaining accurate health records, participating on 504 and IEP teams (as needed or required), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy. Finally, the school nurse will assist the administration in developing/updating forms necessary and appropriate for health-related issues (e.g., emergency, individual student health needs, administration of medication, etc.).

- C. Injuries, Illnesses and Medications. Emergency medical care will be provided pursuant to Board Policy EBBC/JLCE.

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02 and Board Policy JLCD.

Injuries and illnesses occurring during the school day are to be reported to the school nurse or the building principal. Accidents shall be reported in accordance with Board Policy EBBC. Students attending school during the extended day, night, or summer school programs, or any other time when the school nurse is not in the building, are to report all illnesses and injuries to the supervising adult. Students will not be allowed to leave school due to injury or illness without first notifying either the school nurse or principal as well as the student’s parent/guardian or other person identified on the student’s emergency contact form on file with the school.

Legal References:

RSA 200:27, School Health Services

RSA 200:29, School Nurse

JLC – STUDENT HEALTH SERVICES & SCHOOL NURSES

RSA 200:31, School Health Personnel
RSA 326-B, Nurse Practice Act
NH Code of Administrative Rules, Section Ed 306.12(b), School Health Services
NH Code of Administrative Rules, Section Ed 311, School Health Services

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JICD – STUDENT DISCIPLINE AND DUE PROCESS

Category: Priority - Required by Law Related Policies: JI, JIC, JICDD & JICK

The board recognizes its responsibility to preserve order and ensure that school buildings, together with its grounds, bus stops and bus routes and at school-sponsored events are safe for students and staff.

Students, as part of the educational community, shall be made aware that misconduct will not be tolerated and may result in temporary or long-term removal from the school. At all times, students are required to conduct themselves in accordance with behavioral standards set forth in or adopted pursuant to Policy JIC and all other applicable Board policies and all District or school rules.

Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law.

A. **Disciplinary Measures – "Definitions"**.

Disciplinary measures include, but are not limited to, removal from the classroom, detention, in- school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.

1. "Removal from the classroom" means a student is sent to the building Principal's office. It is within the discretion of the person in charge of the classroom to remove the student.
2. "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. The building Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal.
3. "In-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days.
4. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct, for neglect, or refusal to conform to school rules or policies.
 - a. "Short-term suspension" means a suspension of ten (10) school days or less. Ed 317.04(a)(1).
 - b. "Long-term suspension" means the continuation of a short-term suspension under RSA 193:13, I (b)-(c), and also means a suspension in excess of ten (10) school days under Ed 317.04(a)(2).
5. "Restriction from school activities" means a student will attend school, classes, and competitions.

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JICD – STUDENT DISCIPLINE AND DUE PROCESS

practice but will not participate in other school extra-curricular activities, including

competitions.

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JICD – STUDENT DISCIPLINE AND DUE PROCESS

6. "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 immediate reinstatement of the penalty.
7. "Expulsion" means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

B. Standards for Removal from Classroom and Detention.

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 rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers or building Principal may assign students to detention for similar conduct in accordance with the guidelines and protocols outlined in the student handbook.

C. Standards for In-School Suspension, Restriction of Activities, and Probation.

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any failure to conform to school or School District policies or rules, or for any 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, and visitors, is otherwise inappropriate, or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

D. Process for Out-of-School Suspension.

The power of suspension is authorized for gross misconduct, for neglect, or refusal to conform to School District policies and rules as follows:

1. Short-term Suspensions. The Superintendent or designee is authorized to suspend a student for ten (10) school days or less. The designee may consult with the Superintendent prior to issuing any suspension. The designee shall notify the Superintendent of any suspension within 24 hours.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Due process standards for short-term suspensions (ten (10) days or less) will adhere to the requirements of Ed 317.04(f)(1).

2. Long-term Suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil 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.

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JICD – STUDENT DISCIPLINE AND DUE PROCESS

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

Any suspension in excess of ten (10) school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the Superintendents decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

E. Process for Expulsion.

1. Any pupil may be expelled by the School Board for (a) an act of theft, destruction, or violence as defined in RSA Chapter 193-D, (b) for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or (c) for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school. An expulsion under this paragraph will run until the School Board restores the student's permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent which details the basis for the request. The Board will determine whether and in what manner it will consider any such request.
2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than twelve (12) months.
3. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.
4. Any decision by the Board to expel a student may be appealed to the State Board of Education.
5. The Superintendent of Schools is authorized to modify the expulsion or suspension requirements of Sections E.1 and E.2 above on a case-by-case basis.

F. Sub-committee of Board. For purposes of sections D and E 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.

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.

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H. Notice and Dissemination.

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).

Legal References:

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion

of Pupils RSA Chapter 193-D, Safe

Schools Zones

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 317.04, Suspension and Expulsion of

Pupils Assuring Due Process Disciplinary Procedures In re Keelin B., 162 N.H.

38, 27 A.3d 689 (2011)

Revised: November 18, 2019

Adopted: October 16, 2008 (Souhegan)

JFABE – EDUCATION OF CHILDREN IN FOSTER CARE

Category: Recommended

Related Policies: EEA, JFA, JFAA, & JFABD

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy *JFABE*.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the District’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the District’s obligations to students in foster care.

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B. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student’s best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a “best interest determination” education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school (“receiving school”), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student’s certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

C. Transportation.

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF’s or other child welfare agency’s authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school

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of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

Legal References:

- 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act – “FERPA”*)
- 20 U.S.C. 1701-1758 (*Equal Educational Opportunities Act of 1974 – “EEOA”*)
- 20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (*provisions in ESSA regarding obligations to students in foster care*)
- 42 U.S.C. 671 (a)(10) and 675 (1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)
- 42 U.S.C. §11431 and §11432 (*McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth*)
- Public Law 110-351, *The Fostering Connections to Success and Increasing Adoptions Act of 2008*
- 34 C.F.R. 200.30 (f)(1)(iii) (*ESSA’s definition of “foster care”*)
- Plyler v. Doe*, 457 U.S. 202 (1982)
- RSA 193:12, *Legal Residence Required*
- “N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS

AMHERST, MONT VERNON and SOUHEGAN POLICY

JFABD - ADMISSION OF HOMELESS STUDENTS

Category: Priority/Required by Law

Related Policies: EEA, JFA, & JFAA

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), and guidance provided by the New Hampshire Department of Education (“NHDOE”), the term “homeless children and youths” means “individuals who lack a fixed, regular and adequate nighttime residence.” Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms “unaccompanied youth,” “school of origin,” “enrollment,” and “attendance area school” shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act (“McKinney-Vento”) and guidance provided by the New Hampshire Department of Education (“NHDOE”). For purposes of this policy and its accompanying regulation, “homeless students” shall refer to and include “homeless children and youth” and “unaccompanied youth.”

*Note: under RSA 193:12, IV, the definition of “homeless children and youth” also includes children “awaiting foster care placement”, see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

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B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and

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other agencies or programs providing services to homeless students as needed;

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- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE Coordinator for Education of Homeless Children and Youth;

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- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District's placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal ("appeal") with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District's placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an "appeals package" consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent's designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.

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- a. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

Legal References:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act – "FERPA")

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")

20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

JEC - CHANGE OF SCHOOL OR ASSIGNMENT - MANIFEST EDUCATIONAL HARDSHIP

The Superintendent will assign resident students to a public school within the District.

The Board recognizes that in unusual and extraordinary circumstances, a parent, guardian or other person having custody ("parent/guardian") may wish to request a change in the student's school assignment to another public school within the District or a public school in another district.

A. Procedure for Consideration of a Manifest Educational Hardship Request.

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment for his/her child from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will submit a written application to the Superintendent's office detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Through the application, the parent/guardian may request that the child:
 - a. Attend another public school in the District; or
 - b. Attend a public school or public academy in another school district.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such recommendations shall be provided in writing, with a copy to the parent/guardian.
4. At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.
5. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.
6. The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.
7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:
 - a. A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

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- b. The attendance at the assigned school will impair the educational progress of the child; and
 - c. Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.
8. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.
9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parents or guardians via means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.).
10. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education within thirty (30) days of receipt of the local board in accordance with the provisions of Ed 200.

B. Children with Disabilities.

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

C. Tuition and Transportation.

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Amherst/Mont Vernon/Souhegan Cooperative District to the receiving district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

Legal References:

- *RSA 193:3, Change of School or Assignment; Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 320, Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 200, Rules of Practice and Procedure*

JCA - CHANGE OF SCHOOL OR ASSIGNMENT

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

Conditions and Procedures for Reassignment

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the pupil to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.
5. The Superintendent will issue a written decision to the parent/guardian.
6. 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 school board votes to exceed this limit.
7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

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The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

Role of the Department of Education

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

Manifest Educational Hardship Change of Assignment

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC - Manifest Educational Hardship.

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:

RSA 193:3, III, Change of School Assignment

RSA 193:3, I, II, Manifest Educational Hardship

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

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IMGAA – THERAPY DOGS

Purpose

The purpose and intent of this policy is to regulate those circumstances under which a Therapy Dog assigned to support a student will be allowed in the public school setting. This Policy is not the District's Policy on Service Animals. See Policy IMGAA, "Service Animals in Schools." It is important to note that state and federal law grant certain rights with regard to Service Animals which do not extend to Therapy Dogs or comfort animals.

The District finds that Therapy Dogs that have been trained to provide emotional support can positively impact school participation, emotional functioning and communication skills. The use of a Therapy Dog may decrease anxiety, improve self-esteem and increase overall academic achievement in students.

Upon adoption, this Policy shall be implemented on a trial basis for a period of four months. The District shall take receipt of a report and recommendation from the Superintendent or his designee at the close of the four (4) month trial period as to whether or not to continue this Policy.

"Therapy Dog:" Defined

A Therapy Dog is a dog that has been individually trained by an experienced dog trainer and certified by a reputable organization as competent to work with its owner/handler in various settings including schools. If a volunteer, contractor, student or employee or other Owner/Handler ("Owner/Handler") wishes to bring a Therapy Dog on campus they shall be trained as the Owner/Handler for the Therapy Dog. Therapy Dogs and the Owner/Handler work together as a team to support the psychological and academic growth of Students while increasing social skills and self-esteem development.

Therapy Dogs are not "service animals" as recognized in the American with Disabilities Act (ADA) and NH RSA 167-D:1 as dogs who are specially trained to perform specific service tasks to assist a person who has a disability. See District policy IMGAA. Therapy Dogs must be trained and must have a temperament suitable for interaction with students and others in public school settings. Therapy Dogs are the personal property of the Student, and are not owned by the District. The Owner/Handler shall assume personal responsible for the conduct, behavior and safety of the Therapy Dog.

Conditions for Access to the School Buildings and Grounds ("Campus") Therapy Dog

The presence of a Therapy Dog on Campus with any Owner/Handler, whether volunteer, contractor, Student or Employee is a privilege and not a right granted by either state or federal law. The District reserves the right to revoke this privilege with or without cause. The following process, conditions and requirements shall be met before an Owner/Handler is permitted to bring a Therapy Dog on Campus. The Superintendent shall have the authority to waive these conditions, as needed. If after approval, a there is a lapse in any condition or requirement, the approval to access Campus may be revoked.

IMGAA – THERAPY DOGS

A. Request for Annual Approval: At the request of the Principal or the Principal’s designee, an Owner/Handler who wishes to bring a Therapy Dog to District property shall submit a completed, written request form to the Superintendent or the Superintendent’s designee. The Superintendent or the Superintendent’s designee are authorized to create the form for this request. The request shall be submitted for approval each school year and/or whenever the employee or handler wishes to use a different Therapy Dog. Such approval may be rescinded at any time at the sole discretion of the Superintendent. If the Superintendent or Superintendent’s designee approves the request, a plan for Therapy Dog visits shall be developed with the Principal or Principal’s designee. A Student Owner/Handler shall not be permitted to bring more than one Therapy Dog on Campus at a time.

B. Proof of Training and Certification: The Owner/Handler shall submit proof of registration as a Therapy Dog Handler with each Therapy Dog he or she plans to bring to the District. Such registration shall be from an organization that requires an in-person evaluation of the Therapy Dog and Owner/Handler prior to registration and further requires on-going evaluation as a condition for continued annual registration renewal. The District reserves the right to reject any Certification which fails to provide proof of the expertise of the organization in properly certifying the Dog and Owner/Handler as competent. The District reserves the right to reject any Certification for any reason it deems appropriate. The certification must remain current at all times.

C. Health and Vaccination: The Therapy Dog must be clean, well groomed, house broken, and immunized against diseases common to dogs. The Owner/Handler shall submit proof of current licensure from the local licensing authority and proof of the dog’s current vaccinations and immunizations from a licensed veterinarian as part of the initial request for approval and for each annual request for renewal of approval.

D. Supervision and Care: A Therapy Dog must be under the control of the Owner/Handler through the use of a leash or other tether. The employee or handler is solely responsible for the health, supervision and care of the Therapy Dog, including any feeding, exercising, and cleanup, including any waste, while the animal is in a school building or on school property. The District is not responsible for providing any care, supervision or assistance for a Therapy Dog, and any failure on the part of the Owner/Handler to care, supervise or assist the Therapy Dog may result in revocation of approval to access Campus. The principal may designate or restrict outdoor areas for dog exercise and relief, and all dog waste shall be disposed of in the manner designated by the principal.

E. Identification: The Therapy Dog must have appropriate identification as a Therapy Dog. If Owner/Handler is not an employee or student, they must wear visitors ID badge while in any school and any other appropriate identification provided by the registering organization.

F. Health and Safety: The Therapy Dog must not pose a health or safety risk to any student, employee or other person within the school. The dog must not disrupt the educational process by barking or any other behavior.

IMGAA – THERAPY DOGS

G. Authorized Area(s): Therapy Dogs shall be permitted to have access to only those areas of the Amherst School District buildings designated by the building level administration.

H. Insurance: The Owner/Handler must submit a copy of an issued insurance policy that provides general liability coverage for the Therapy Dog while on school property for the duration of the annual approval, naming the District as an additional insured on the policy. Failure to update this insurance shall be result in revocation of approval.

I. Allergic reactions: If any student or school employee assigned to a classroom in which a Therapy Dog is permitted is at-risk for, or suffers an allergic reaction to the Therapy Dog, the Owner/Handler will be required to remove the animal to a different location designated by an administrator. If a student has an aversion to or a fear of dogs, the Owner/Handler shall, upon request remove the Therapy Dog to a designated area assigned by an administrator. The District may revoke approval for the Therapy Dog if, in its sole discretion, the accommodation of an allergy risk will interfere in the education of any student or the work of any employee.

J. Removal from School: A Therapy Dog may be removed from school property and buildings if a school administrator determines in his/her sole discretion that:

- i. The employee or handler does not have control of the Therapy Dog;
- ii. The Therapy Dog is not house broken;
- iii. The Therapy Dog presents a direct and immediate threat to others in the school;
or
- iv. The animal’s presence otherwise interferes with the educational process.

K. Damages to school property: The Owner/Handler of a Therapy Dog is solely responsible and liable for any damage to school property or injury to personnel, students or others caused by the Therapy Dog. The request for approval of the Therapy Dog shall be conditioned upon the Owner/Handler and/or Student’s parent(s) or guardian(s) indemnifying and holding the District harmless for any injury or damages caused by the Therapy Dog to persons or property.

IMGA - SERVICE ANIMALS IN SCHOOLS

Category: Priority - Required by Law

Related Policy: IMG

A. General Conditions.

1. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. "Service animals":

a. "Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.

3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as

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provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.

4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.
6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.
8. As used in this policy, "service animal trainer" shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

B. Administrative Review of Service Animals.

1. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:
 - a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform;
 - c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167, and section A.7 above.
2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.
3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student's parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in

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advance.

- a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).
 - b. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.
4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

C. Additional Considerations Relative to Service Miniature Horses.

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken; and
- d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

D. Removal or Exclusion of Service Animals from School.

1. The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:
 - a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;
 - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);
 - c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;
 - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or
 - e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).

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2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

Legal References:

Section 504 of the Rehabilitation Act - 29 U.S.C. 794;

Americans with Disabilities Act - 42 U.S.C. 12101 et seq.;

Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35-36;

NH RSA 167-D and 466:

**ILD - NON-EDUCATIONAL / NON-ACADEMIC QUESTIONNAIRES,
SURVEYS & RESEARCH**

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures and exceptions.

A. General.

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

B. New Hampshire Law.

Under RSA 186:11, IX-d, prior notice and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;

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8. or any other information not related to a student's academics.

C. Federal Law.

1. Protection of Pupil Rights Amendment. Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:

- a. Political affiliations;
- b. Mental and psychological problems potentially embarrassing to the student or the family;
- c. Sexual behavior and attitudes;
- d. Illegal, anti-social, self-incriminating, and demeaning behavior;
- e. Critical appraisals of other individuals with whom respondents have close family relationships;
- f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. Federal Exception. Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- a. College or post-secondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- e. The sale of products or services to raise funds for school-related or education-related activities; and
- f. Student recognition programs.

Caution: This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).

D. Notification and Inspection.

When school personnel intend on administering a non-academic survey the school shall

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provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

E. Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Legal References:

*20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
RSA 186:11, IX-d
2017 CDC YRBS Guidance Manual*

IKA – GRADING AND REPORTING

Under the leadership of the Superintendent, the school administration, faculty, staff, and Community Council (where it applies to Souhegan only) will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook.

The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, and other relevant stakeholders and audiences.

All grading and reporting practices in the School District will reflect the following design characteristics:

1. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
2. The grading system will measure, report, and document student proficiency against a set of clearly defined competencies and learning targets developed by the administration, faculty, and staff based on state standards.
3. Performance assessments will be used as a primary means of assessment to determine mastery.
4. The grading system will measure, report, and document academic progress and achievement separately from habits of work (Work Study Practices) and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning within and across grade levels.

Legal References:

Ed 306.14 Basic Instructional Standards: (a) The local school board shall require that each school has an instructional program which includes the following: (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;

Ed 306.24 Assessment: (a) The local school board shall require that each school: (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards

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Ed 306.26 Kindergarten. Grade 8 School Curriculum: (a) The local school board shall require that in each school there is: (2) An instructional program that includes:
d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program: (a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following: (3) The instructional program shall include: d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

(r) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

IHCD/LEB - ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES & STEM DUAL & CONCURRENT ENROLLMENT PROGRAM

Category: Priority/Required by Law

Identical policy: LEB†

Related policy: IKF

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to aid students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10-12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;

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3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; *and*
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.

Legal References:

*RSA 188-E:25 through RSA 188-E:26-28
Ed 306.141(a)(6), Advanced Course Work*

IHAMA - TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

Category P, Priority/Required by Law

As part of the health education program for grades K – 12 as applicable, the District shall provide age and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

Legal References:

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

Ed 306.40, (b)(2) a - Health Education Program.

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IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

Category: Priority/Required by Law

Related Policy: IGE

Related Form: IHAM-R

Consistent with state law and Department of Education requirements, health and physical education, including, instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and other forms of protection against sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction. (**Note: Per RSA 186:11, IX-c, Parents/guardians have additional opt-out rights under Board policy IGE.**)

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Legal References:

20 U.S.C §1232h, (c)(1)(C), Protection of Pupil Rights

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IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

RSA 186:11, IX, Instruction as to Intoxicants and Sexually Transmitted Diseases

RSA 186:11, IX-b, Health and Sex Education

RSA 186:11, IX-c, Objectionable Course Material

RSA 186:11, IX-e Notice to Parents/Guardian Required

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program

NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program

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GCEB – ADMINISTRATIVE STAFF RECRUITING

Category O

Staff recruitment is the responsibility of the Superintendent.

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

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

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

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

Legal Reference:

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

RSA 189:39, How Chosen

GBGA – STAFF HEALTH

Category: Recommended

Related Policy: EEAEA

I. Medical Examination of School Personnel

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

II. Additional Examinations

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

III. Responsibility

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

Legal References:

RSA 200:36, Medical Examination of School Personnel

RSA 200:37, Medical Examination of School Bus Operators

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

Category: Priority-Required by Law

Identical Policy: GBEC

Related Policy: JICH

A. Drug-Free Workplace

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

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

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

B. District Action Upon Violation of Policy

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

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

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

C. Drug-Free School Zone

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

D. Implementation and Review

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

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

Legal References:

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

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

Category: Priority/Required by Law

Related Policies: GBCD, GBJ, GCF, GDB

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

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

In addition, this prohibition does not apply if:

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

Legal References:

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

EHB - DATA/RECORDS RETENTION

Category: Priority - Required by Law

Related Policies: EH, EHAB, JRA, & JBJ

See also: EHB-R (Records Retention Schedule)

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

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

A. Special Education Records.

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

B. Litigation Hold.

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

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

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

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

Legal References:

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

EBBC/JLCE – EMERGENCY CARE & FIRST AID

Category: Priority/Required by Law

Related policies: EBBB, JLC & JLCD

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents/guardians for each student and staff member.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law.

Consistent with state law, the school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine. The school physician, if any, the school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians. The school nurse or other designated personnel may administer or make available to self-administer a bronchodilator, spacer, or nebulizer to a student who has been diagnosed with asthma for use in emergency or other situations as determined by the school nurse.

The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required under Board policy JLCD, or applicable laws or regulations.

Accident reports must be prepared and filed consistent with Board policy EBBB.

EBBC/JLCE – EMERGENCY CARE & FIRST AID

The District makes it possible for parents/guardians to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Records related to the emergency administration of any medication under this policy shall be made and maintained by the school nurse as provided in Board policy JLCD and District procedures JLCD-R. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

Naloxone/Narcan and Opioid Antagonists:

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions and Board policy JLCD and District procedures JLCD-R.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

Legal References:

- RSA 200:40, Emergency Care*
- RSA 200:40-a, Administration of Oxygen by School Nurse*
- RSA 200:44-a, Anaphylaxis Training Required*
- RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*
- RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*
- Ed 306.04(a)(21), Emergency Care For Students And School Personnel*
- Ed 306.12, School Health Services*

EBBB – ACCIDENT REPORTS

Category: Recommended

Related Policies: EBBC/JLCE, JLC & JLCD

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

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

which requires a student or employee to be:

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

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

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

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

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

EBBB – ACCIDENT REPORTS

Legal References:

RSA 200, Health and Sanitation

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

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

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

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

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

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DGA – AUTHORIZED SIGNATURES

Category: Priority/Required by Law

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

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

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

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 294-E, Uniform Electronic Transfers Act

DFA - INVESTMENT

Category P

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

OBJECTIVES

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

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

STANDARDS OF CARE

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

The Board will periodically review the investment policy.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

Appendix: DFA-R

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DBI – BUDGET IMPLEMENTATION

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

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

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

DRAFT (SWC): September 24, 2019

Revised: August 19, 2019

Adopted: October 5, 2017

SAU 39 Policy

CBI – EVALUATION OF THE SUPERINTENDENT

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

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

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

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

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

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SAU39 POLICY

GOALS FOR SUPERINTENDENT:

DATE:

EDUCATIONAL LEADERSHIP GOALS:

EDUCATIONAL LEADERSHIP KEYWORDS:

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

OPERATIONAL MANAGEMENT GOALS:

SAU39 POLICY

OPERATIONAL MANAGEMENT KEYWORDS

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

SAU39 POLICY

GOALS FOR SUPERINTENDENT:

DATE:

BOARD RELATIONSHIP GOALS:

BOARD RELATIONSHIP KEYWORDS:

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

COMMUNITY RELATIONSHIP GOALS:

SAU39 POLICY

COMMUNITY RELATIONSHIP KEYWORDS:

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

SAU39 POLICY

EVALUATION OF SUPERINTENDENT:

DATE:

Evaluating Board Member:

Please rate the Superintendent as an EDUCATIONAL LEADER:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

EDUCATIONAL LEADERSHIP KEYWORDS:

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

Please rate the Superintendent as an OPERATIONAL MANAGER:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

OPERATIONAL MANAGEMENT KEYWORDS

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

SAU39 POLICY

EVALUATION OF SUPERINTENDENT:

DATE:

Evaluating Board Member:

Please rate the Superintendent's RELATIONSHIP WITH THE BOARDS:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

BOARD RELATIONSHIP KEYWORDS:

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

Please rate the Superintendent's RELATIONSHIP WITH THE COMMUNITY:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

COMMUNITY RELATIONSHIP KEWORDS:

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

SAU39 POLICY

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

Ed 302.01 Executive Officer.

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

SAU39 POLICY

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

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

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AE - ACCOUNTABILITY

Category O

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

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

Legal Reference:

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

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

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

ADD/EBB - SAFE SCHOOLS

Category: Recommended See also EB, JICK

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building

AMHERST, MONT VERNON and SOUHEGAN POLICY

principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

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

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

II. TITLE IX SEXUAL HARASSMENT POLICY.

A. Application of This Policy.

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

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

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

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

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

B. Definitions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Title IX Coordinator.

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

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

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

D. Training.

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

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

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

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

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

E. Confidentiality.

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

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

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

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

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

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

F. Retaliation Prohibited.

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

G. Conflict of Interest.

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

H. Dissemination and Notice.

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

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

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

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

I. Records and Record Keeping.

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

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

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

1. **Report of Sexual Harassment.**

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

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

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

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

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

2. Response to Report of Sexual Harassment.

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

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

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

3. Formal Complaints.

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

4. Limitation on Disciplinary Action.

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

5. Emergency Removal and Administrative Leave.

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

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

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

III. TITLE IX GRIEVANCE PROCESS.

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

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

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

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

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

At a minimum, a formal complaint must:

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

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

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the SAU 39 website.

B. Initial Steps and Notice of Formal Complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility

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(initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the Board Chair and the latter of whom shall have authority to seek guidance from the organization’s general counsel, but shall not delay response to the report as outlined in this Policy.

C. General Provisions and Additional Definitions Relative to Title IX Grievance Process.

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).
2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the organization decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the organization shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the organization, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The organization may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the organization has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.
 - a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
 - b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.
 - c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.
 - d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of Grievance Process.

The organization shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.
 - a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
 - b. 10 days for reviewing information prior to conclusion of investigation
 - c. 10 days after receiving report to respond to report
 - d. 10 days for decision maker to allow initial questions
 - e. 10 days for responses to questions

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- f. 10 days for questions and responses to follow-up questions.
 - g. 10 days for determination of responsibility decision
 - h. 10 days for appeal (6 additional days for administrative steps)
 - i. 10 days for argument/statement challenging or supporting determination
 - j. 10 days for decision on appeal
2. Delays and Extensions of Time. At any stage of the grievance process, the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

E. Investigation.

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III.B.5.

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
 - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
 - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the organization and not on either of the parties;
 - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
 - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
 - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.

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- g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the organization, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days after receiving a Formal Complaint.

F. Determination of Responsibility and Initial Decision Maker.

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.

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4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
 - f. The procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

1. The organization must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the organization's education program or activity; or
 - c. Did not occur against a person in the United States.

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2. The organization may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
4. Upon dismissal of a formal complaint, the organization must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the organization from continuing any investigation or taking action under other organization policies, code of conduct or administrative rules/regulations. In some cases, the organization may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process.

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
 - i. Procedural irregularity that affected the outcome of the matter;
 - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the organization’s ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

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3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal (“appeals decision maker”), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement (“appeal statement”) in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties’ written statements per Section III.H.5.

I. Finality of Determination of Responsibility. The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the organization may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and SAU administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The organization may also proceed against the respondent or complainant pursuant to the organization’s applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the organization.

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J. Informal Resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the organization may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the organization:

1. Provides written notice to the parties disclosing:
 - a. The allegations of the formal complaint;
 - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

In no event may the organization offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

A. Prohibition Against Discrimination of Students in Educational Programs and Activities.

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District’s public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

Discrimination, including harassment, against any student in the District’s education programs, on the basis of any of the above classes, or a student’s creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District and SAU 39 is an Equal Opportunity Employer. The District and SAU ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District and SAU will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District and SAU will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

C. Policy Application.

This Policy is applicable to all persons employed or served by the District and SAU. It applies to all sites and activities the District and SAU supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event. Examples of sites and activities include all District and SAU buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

D. Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written Anti-Discrimination Plan (the “Plan”) to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

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Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the Human Rights Officer and Title IX and 504 Coordinators.

No less than once every two years the Superintendent shall update the Anti-Discrimination Plan and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights [or Non-Discrimination] Officer
Title IX Coordinator
504 Coordinator

The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights
U.S. Department of Agriculture, Office of Civil Rights
N.H. Human Rights Commission
N.H. Department of Justice, Civil Rights Unit
N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or

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knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC;
Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC;
2. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

G. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

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I. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

J. Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

AA - SCHOOL DISTRICT LEGAL STATUS

Category O

The legal basis for education is vested in the will of the people as expressed in the Constitution of New Hampshire, the statutes* pertaining to education, court interpretation of these laws, the powers implied in them, and the rules and regulations of the State Board of Education.

In New Hampshire, School Districts are political subdivisions of the State and, as such, are considered municipal corporations.

Board policies are established by the Board, which serves as an agent of the District. Funds for school operating expenses are approved by a majority of qualified voters present and voting at the annual School District meeting except that bond issues require a two-thirds vote. (except in those School District which have adopted RSA40:13. In these districts, a 60% vote is required.)

Statutory/Case Law References:

New Hampshire Constitution, Pt. 2 Article 83

Claremont School District vs. Governor, 138 NH 183 (1993)

RSA Chapter 33, Municipal Finance Act

RSA 194:2, School Districts to be Corporations

RSA 195:6, Powers and Duties of Cooperative School Districts

RSA 197:1, Annual School District Meetings

RSA 40:13, Use of Official Ballot

ⁱ*Clough v. Osgood 37 NH 444 (1935)*

** The majority of state laws on education are in RSA Chapters 186 through 200H.*

DK – PAYMENT

Category: Priority/Required by Law

Related Policies: DAF, DGA, DIH & EHAC

All payments of District funds must be authorized by the Treasurer. However, pursuant to RSA 197:23-a, the Treasurer shall authorize any payment upon order of a majority of the School Board or upon orders of two or more members of the School Board whom a majority of the Board has empowered to authorize payments.

Moneys drawn on the general fund or any special fund (with the exception of an activity fund) will require the signature of the Treasurer. Payments drawn on activity funds will follow procedures specified by the Business Administrator. The activity advisor shall not be an authorized signor.

All payments or disbursements involving grant funds, shall comply with the provisions of Board Policy and the applicable Federal, State, local and grantor regulations

Electronic or digital payments may be made after approval or pre-approval by the Board and by the Treasurer.

Functions of the Treasurer may be carried out in the Treasurer's absence by a duly appointed Deputy Treasurer or Acting Treasurer. The Treasurer is authorized to delegate approval authority to the Business Administrator to make payroll related electronic payments, provided such payments have been previously authorized by the Board.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 294-E, Uniform Electronic Transfers Act

To: Adam Steel, Superintendent SAU #39

From: Roger Preston, Director of Facilities

RE: Village School Roof

10/6/2020

Mr. Steel,

The Village School roof is scheduled for replacement in FY22 (July 1, 2021 - June 30, 2022). It has been identified that the current roofing system has shingles missing and areas in need of repair. Although the roof is not leaking, the District has reached out to a local roofing contractor for a quote to replace the missing shingles. The company has performed an inspection of the Village School roof and provided feedback of its current condition.

[Video Inspection 1](#)

[Video Inspection 2](#)

[Video Inspection 3](#)

Inspection Notes:

Front Side:

- Shingles are showing wear and breaking down
- Ridge cap is deteriorating

Maintenance Entrance:

- Nails exposed
- Shingles are showing wear and breaking down

Right Side:

- Nails exposed
- Shingles are showing wear and breaking down
- Shingles are lifting
- Missing shingles

Back side:

- Shingles lifting and cracking
- Nails exposed
- Missing shingles

The Village School roof is currently not leaking but the inspection performed identifies multiple areas of future concern. It is the recommendation of the District to continue with the planned FY22 roof replacement project which is currently anticipated to begin 9 months from now.

Next steps and items for discussion;

- Consult with a roofing engineer for scope of work, design/plans, load limits, material types, etc.
- Entire roof replacement or phasing, further investigation of entire roof is recommended
- Solar panel installation (location roof or ground pedestals)
- Request for Proposal
- Scheduling