

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 M. CROTEAU
Business Administrator

Mont Vernon School Board Meeting

Thursday, October 10, 2019 – 6:00 PM

1 Kittredge Road
Mont Vernon, NH 03057

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the MVSB, Ms. Sarah Lawrence, to call the meeting to order.	None
Public Input I of II	6:05 PM		None
Superintendent's Report	6:10 PM	Mr. Steel to present his Superintendent's Report	None
Principals Reports-MVVS and AMS	6:20 PM	Principal Schuttinger to present his October Principal's Report (Included is AMS Principal, Dr. Bethany Bernasconi's Report)	MVVS Principal's Report AMS Principal's Report
Committee Updates	6:30 PM	Board to give updates on their committees	None
Consent Agenda- Approval	6:40 PM	1. Draft Minutes Sept.12 2019	09 12 19 Draft Minutes
FY'21 Budget	6:45 PM	SAU #39 Business Administrator, Ms. Michele Croteau, to present the First draft of the FY 21 Budget.	None
Board Goals- Update	7:05 PM	Principal Schuttinger to provide an update on Board Goals.	Board Goals Oct 2019
Policies First Reading- from SAU 09 19 19 Meeting	7:25 PM	Board to review policies from the 09 19 19 SAU Meeting- BBAB/BDB, BDC, BDD, BEDA, BEDB, BGA, BGC, DKC, GBEC/ADB, JI, JICD, JICDD, JICH, JICK, and JIHB.	Policy Packet
Public Comment II of II	7:40 PM		None
Non-Public Session	7:45 PM	RSA 91-A:3, II ()	
Meeting Adjourned	7:50 PM		



2019

2020

MONT VERNON VILLAGE SCHOOL PRINCIPAL REPORT – OCTOBER 2019

ENROLLMENT

MVVS (* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K	23	26	26								
1	28	28	28								
2	29	29	29								
3	27	28	28								
4	28	28	28								
5	31	31	32								
6	29	30	30								
Total	195	200	201								
Family	131	136	137								

Homeschool Students

K-6	2	2	2								
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AMHERST MIDDLE SCHOOL

7	23	24	24								
8	29	29	28								

MONT VERNON PRIDE

Thank you to Mr. Michael Jolin, Mr. Timothy Camitta, and Mr. _____ for their time and efforts in completing our Gaga Pit project. We now have a completed structure for the students to use on our playground thanks to the fundraising efforts of alum, Nicholas Wyman.

This year's START WITH HELLO events were made possible by Cheryl Foley, PTA Executive Board member and Valerie Robinson, our School Counselor/School Social Worker. This event is sponsored by the Sandy Hook Promise and promotes activities to 'create a culture engaged in preventing' harmful acts in schools. Activities included greeting one another by name, finding out others' interests and favorite things and culminated with a 'mix-it-up lunch'.

On September 10 we conducted our first All School Meeting. Students gathered in the MPR for a greeting and morning message to welcome everyone. During the meeting we shared school wide expectations that were created by a team of students from all grade levels. The expectations are:

- Be Responsible
- Be Respectful to yourself, everyone and everything
- Be Kind
- Be Safe

Next, students were introduced to the house system by Mrs. Charline Brown and how this will impact our year. Lastly, we presented two students with new bicycles thanks to the MV Library Summer Reading Program and the Free Masons.

Our Open House was a great success this year. The students and families visited classrooms and were treated to sample foods from our breakfast program. Mrs. Sharon Colburn and Mrs. Dawn Mallows were on hand to answer any questions about the breakfast and lunch program. Ms. Christine Landwehrle and Mr. John Schuttinger gave a brief presentation to families of fifth and sixth graders about the Empower portal.

CURRICULUM AND ASSESSMENT

On September 18, Christine Landwehrle, Assistant Superintendent, provided training during the staff meeting for our new Professional Development system. This system supports staff in their requests for PD opportunities encompassing absence and funding requests, if necessary.

The September Late Start day was held at MVVS with all staff involved in two sessions. The first session was an introduction to our Critical Friends Group and a team building activity – Compass Points. Next sessions were set up for all professionals to address an area of need. These sessions included, Math instruction (Additive Reasoning), NWEA scheduling and accommodations, SEL Curriculum and Empower work.

OBSERVATIONS

Teacher / Leader Effectiveness Evaluations:

OBSERVATIONS	COMPLETED	TOTAL REMAINING
Informal	15	77
Formal	00	20

CALENDAR EVENTS

October 8 – Late Start day	October 30 – Parent / Teacher Conferences
October 10 – MV School Board meeting	October 31 – SHS Ethics Forum performance
October 11 – Grandparent’s Day	October 31 – Noon Dismissal for Parent /
October 14 – Columbus Day – NO SCHOOL	Teacher conferences
October 15 – In-service Day	
October 16 – PTA Meeting	

PRINCIPAL'S REPORT

AMHERST SCHOOL DISTRICT

AMHERST MIDDLE SCHOOL

SEPTEMBER 23, 2019

BETHANY BERNASCONI, ED.D., PRINCIPAL

Middle School Excellence- Featured Update

- **Grading and Reporting Update**-All students in grades 6-8 have had the opportunity to login to Empower learning management system and begin to explore the tool. Grade 5 will begin logging in later in October as teachers are working to support students' transition to middle school and orientation to all of our online tools. At this point, the focus with orienting students to Empower has been two-fold. First, Empower is a way for them to check their week's homework and locate resources provided by the teacher. The second focus has been in supporting students as they review scores on their assessments in order to goal set and direct their learning. We are working to emphasize healthy use of this tool including using it to celebrate areas of growth and plan/goal set in areas that students can improve. Beginning in early October, every Day 6, all students will be working to formally set goals for themselves that they want to accomplish over the next week. This school-wide practice will seek to more deeply embed our collective focus on growth at all levels.

Parent Focus groups are set for September 25th and October 1st. Participation in these groups was made available to all interested parents and is not limited in number. The focus groups will help SAU39 and building administration to better anticipate parent questions about the software, what features parents will find most useful in supporting their students, and what instruction/training/orientation parents might need when first logging into Empower. We are excited to partner with families to support a successful use of the system to support student growth.

- **Kindness Breaks Barriers**- Our opening days with students have focused on the theme "Kindness Breaks Barriers!" Through this theme and development of our school wide behavior expectations, we are working to empower our students to have a voice in shaping our community of learners. Our goal is to help students realize that even the smallest act of kindness can have a lasting positive impact. Students in grades 5 & 6 watched (and laughed) with Kid President as he explained things we should say more often to make the world a better place. In grades 7 & 8, students and staff danced along with Jason Mraz's song, "Have it All." As the song lyrics state, "May the best of your todays be the worst of your tomorrows... here's to the lives you're gonna change!" Students then committed themselves to an act of kindness to show that they can use kindness to break barriers. Their commitments and ideas are featured in our lobby, along with the Mraz quote, to remind us all of the power we have to positively impact others.

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

- **2020/2021 Master Schedule-** Assistant Principal, Heather Jennings, has led the effort to redesign the AMS master schedule. There are currently three different model schedules that incorporate the priorities of a consistent advisory period across 6-8th, a rotating block schedule and instructional best practices based on age and content area including longer blocks of time to support science labs and shorter but more frequent blocks for math instruction. The proposed schedules also honor the developmental age of our 5th graders and their unique needs by creating a 5th grade academy experience centered around their transition to middle school and relationship building. We are working to formalize the rationale for each model for consideration by the SAU and AMS staff.
- **Advisory-** Christine Landwehrle, Sue Sprinkle, and Bethany Bernasconi participated in a site visit to West Running Brook Middle School on September 19th, to learn more about their advisory program. West Running Brook reimagined their advisory program 2 years ago and has opened their doors to share their experience. Participants from SAU39 were able to participate in 6th grade advisories during the visit and debrief with teachers afterwards. Future opportunities are being planned to invite AMS teachers to also attend site visits as we work to learn more about middle school advisory and design our own program. When Dr. Bernasconi asked students what they would want AMS teachers to know about their advisory, they stated that “it’s the best way to start our day and we get to connect with new people!”

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

- **Grow, Learn, Connect-** During the September Late Start all staff were trained on Frontline PD so that they can enter goals and professional development activities. Last year staff expressed a strong interest in greater networking and collaboration opportunities throughout the school. To help support this and the great work happening, teachers participated in an UnConference. Common themes and areas of focus were posted around the room including work study practices, technology, SEL, flexible grouping, and more. Teachers then sorted themselves into topics they were interested in discussing, sharing resources, and brainstorming goals for each. Conversations were rich and dynamic! Staff left energized, with ideas for further learning and with a cohort of others with whom to grow.
- **Start Small: 14-Day Staff Challenge-** We all know that goal setting is so important for growth in both our students and ourselves. What is also true, is that we are more likely to reach our goals when we have a team supporting and encouraging us in the process. With this in mind, staff formed teams and created personal and professional goals that they wanted to achieve in the next 14 days! Teams are cheering each other on as we work to support wellness and growth in one another. Prizes will be awarded to all teams where every member accomplished their goals.

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

- **Open House-** AMS had two very well attended Open House evenings this past month. The event occurred earlier in the year than has been done in the past based on community and staff feedback. The earlier date allowed 8th grade families to meet with teachers prior to the week long Ecology School field trip and provided an opportunity for all families to learn more about their students’ teachers and the year in a more timely manner. Christine Landwehrle, Assistant Superintendent, and Principal Bethany Bernasconi also shared the current state of student learning, grading and reporting with

parents at the beginning of each evening. The presentation can be found on the AMS website in case anyone was not able to attend.

- **Multi-Tiered System of Supports-** Interventionists, reading specialists, and the instructional and behavior coaches have been collaborating to draft an updated flow chart for screening and data decision rules for reading and math support, as well as a draft of defined and essential elements of Core, Supplemental, and Intensive layers of instruction. This effort seeks to support students of all ability levels in growing as learners. As part of our Friday Collaborative meetings, each grade level will participate in a monthly data dive to review trends across the grade level, discuss additional supports for both remediation and enrichment, and discuss instructional practices. Truly we have entire teams of staff working to support all learners at AMS.
- **School-wide Behavior Practices-** All initial Town Halls have been completed with teams in grades 5 through 8. Students were introduced to the “WHY” behind School-wide Behavior Practices and Expectations and S-success, O-ownership, A-acceptance, and R-respect. Students socialized the idea of SOAR, learned about the rewards associated with SOAR, identified their hopes and dreams for AMS, and defined the elements of SOAR. Feedback from students is being compiled to form the School-wide behavior expectations matrix, which will be posted throughout the building. Students displayed great insight, with ideas such as perseverance, determination, collaboration, contributing to their school community, and acknowledging others' successes as expectations for themselves and their peers. Staff have begun awarding SOAR awards to students, which can be seen posted in the front office windows. Staff are also able to give SOAR awards to one another and we are working on a way to help students recognize staff as well! AMS students are definitely invested in defining their school community!
- **School Wellness Fair-**The School Wellness Fair at AMS was held this year during the two scheduled open houses. Similar to last year, the fair was laid out to allow parents and students to casually walk through booths and have the opportunity to speak with specialized staff regarding various topics related to student wellness. Topics included the following: understanding how to set boundaries with social media, answering what are the social emotional competencies and how are they being taught, information on protective factors such as clubs and sports, an interactive corner that provided example games, books, and activities to promote communication in families, information on how to create healthy eating and sleeping habits in children, and information on vaccinations and allergy policies in the school. Parents had the opportunity to take home handouts providing additional information on these topics as well as recommendations for future reading. The School Wellness Fair was well attended both nights and considered a success. Having the fair in conjunction with the academic open houses truly allowed the opportunity for parents to meet all staff that their student may interact with, in addition to learning about all other learning opportunities occurring in the school that are targeting a whole child approach.
- **Bullying Awareness-** During the month of September AMS teaching staff participated in a training course for bullying prevention. The course provided teachers with tips for recognizing, preventing, handling, and reporting bullying behavior. Teachers learned to identify bullying behaviors, the characteristics of victims and aggressors, where bullying is more likely to occur, and how to create an anti-bullying environment. SAU 39 bullying prevention policies were also reviewed with teaching staff along with bullying investigation procedures and practices. All fall AMS coaching staff have been required to complete the bullying training course. During the October late start the bullying training course, policies, and investigation procedures will be reviewed with the AMS support staff.

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

- **School Safety-** During the opening weeks of school, students and teachers reviewed emergency procedures within their respective areas and classrooms. Teachers walked students through the emergency evacuation procedures while also reviewing where the emergency evacuation maps and emergency response plans were located. AMS successfully participated in their first fire drill evacuation with the assistance of the Amherst Fire Department. AMS administration reviewed with staff and students the lock down tones, procedures, and expectations. This month, staff were introduced to a communication tool to assist in improving communication about drills, procedures, and plans. After every drill staff will be provided a feedback form where they are able to provide insight to the administration and school resource officer on drill procedures and outcomes.
- **Facilities and Budgeting-** In order to support the budgeting process and ensure that there is a comprehensive analysis of the building and grounds needs, a detailed list of maintenance needs and projects was completed at AMS. The list includes everything from small projects like painting classrooms to more involved projects including HVAC and blacktop repairs. By including the smaller projects in this list, we can more effectively develop a maintenance schedule and budget for these items.

Facilities, Finance, and Operations

- **Enrollment**

Grade	Aug.	Sept.	Ave class size 2018
5	139	138	23
6	156	154	26
7	169 (23 MV)	169 (24 MV)	21
8	165 (28 MV)	164 (28 MV)	20.5
Total	629	625	
Total 2018/2019	634	635	

Upcoming Events

- Sept. 24: Band Instrument Pick Up at 6pm
- Sept. 24 and 25: 5th and 8th Grade NWEA Testing
- Sept. 25: Student Leadership and Service, 2:20pm
- Sept. 26 & 27 7th Grade NWEA Testing: from 7:40-9:40am
- Sept. 20-26: Jazz Band Auditions, see Mr. Swift to sign up

Sept.30-Oct.4: Kalenik Team @ Ecology School
Sept. 30: Student Leadership & Service Meeting
Oct. 1, 2, 3: 5th Grade Field Trips
Oct. 1 & 2: 6th Grade NWEA Testing
Oct. 2: PTA Meeting, 9am at AMS
Oct. 2 & 8: Theater Club Q&A, Audition Prep, 6pm-7pm
Oct. 4: Fall Festival, gr 5/6, 2:30-4pm
Oct. 4: "Outsiders Day" for grade 7
Oct. 7-11: Griffiths Team @ Ecology School
Oct. 8: Late Start Day, School begins at 9:25am
Oct. 14: No School, Columbus Day
Oct. 15: No School, In-Service Day
Oct. 18: School Dance, gr.6-8, 7-9pm
Oct. 22 & 25 Theater Club Auditions
Oct.23: School Picture Make-up Day
Oct.24: Parent Conferences afterschool/evening
Oct. 30: Project Safeguard for 7th gr and parents
Nov. 1: No School, Parent Conferences

1 Mont Vernon School Board Meeting

2 Thursday, September 12th, 2019

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, and Christine Landwehrle- Assistant
6 Superintendent, Michele Croteau- SAU #39 Business Administrator, John Schuttinger- Principal
7 MVVS, John Robichaud- Director of Buildings and Grounds, and Charline Brown- Math
8 Interventionist MVVS.

9 Mont Vernon School Board: Sarah Lawrence- Chair, Peter Eckhoff- Vice-Chair, Stephen
10 O’Keefe, Jessica Hinckley and Tom Driscoll.

11 Board Minutes: Danae Marotta

12 Public: Autumn Grdina- 4 Pinkham, Mont Vernon NH, Kristy Grey- Mont Vernon, NH.

13 I. Call to Order

14 **Chair of the MVVSB, Ms. Sarah Lawrence called the meeting to order at 6:02 PM.**

15 I. Public Input

16 Ms. Autumn Grdina, 4 Pinkham Road, MV NH, asked about looking at the dismissal process for
17 walkers. She noted that she respects the decision that was recently made. She explained that she
18 used to live on Old Milford Road, and they moved to Pinkham Road so that they could get the
19 community feel of MV. It is an important part of her family living in Mont Vernon.

20 She added that her struggle is that her kids are being held in order for the busses to be released
21 from the property. It is not fair for them to be held 10 to 15 minutes past the bell. She then asked
22 to talk to families, bus drivers, police, etc. and come up with a way that works for everyone.

23 Ms. Kristy Gray, Mont Vernon NH, added that she lives next to the church and she has the same
24 sentiments as Ms. Grdina. It is the same walking distance and her son has piano lessons at 3:30
25 and he was late.

26 Ms. Gray finalized her comments with great thanks to the Board and Administration for all they
27 do for the students.

28 The Board thanked Ms. Gray and Ms. Grdina.

29 II. Superintendent’s Report

30 Superintendent Mr. Adam Steel noted that they had a good opening day and a lot of credit goes
31 to Principal Schuttinger and his staff. This year was extra special with representatives from the
32 Town of Mont Vernon and Officer O’Keefe had a big hand with that. This is a special school,
33 and it really does feel like the family is back together.

34 Second, they have adopted the objectives and key results format of their goals and they will be
35 shared at a later date. They have a SAU vision, (what they are trying to accomplish over time),
36 school board goals (largely about this year) and things they have to get done and Principal
37 Schuttinger has done a good job instilling those and is using his time and energy for this year.

38 Ms. Lawrence added that they need to add the math piece to the Board Goals to make sure that it
39 is up to date.

40 III. Principal's Report

41 Principal of the MVVS, Mr. John Schuttinger, noted that 7 total students are reported as
42 homeschool students.

43 He then added that he got the number from Ms. Abby Wallace, the Executive Assistant to the
44 Superintendent and Assistant Superintendent.

45 Mr. O'Keefe added that when they brought it up last time, he meant the number of students that
46 are using MVVS programs.

47 Principal Schuttinger replied, there are 2 students for Spanish, Art and Music. He then added that
48 he will go back and change it.

49 Mr. O'Keefe suggested that they proactively reach out to those 7 students.

50 Assistant Superintendent, Ms. Christine Landwehrle, added that she would love to get those
51 students on Dreambox and would be happy to share with them additional resources.

52 Principal Schuttinger replied that he has reached out to them and the parents were very receptive.

53 Mr. Eckhoff suggested that adding in an additional column for those using the resources.

54 Mr. Steel remarked that it is misleading to say 7 students. He would prefer with the Boards'
55 permission, just list those students access the school.

56 Principal Schuttinger added that he will make that adjustment. He added that there are 136
57 families and they will be up to enrollment of 201 shortly.

58 He added that there will be two more students in the next two weeks.

59 Mr. O'Keefe asked about the comments from the public. He then asked if there was room for
60 conversation and if it was still a safety issue.

61 Principal Schuttinger replied that minimally the issue was on Harwood and the issues parking on
62 Cemetery was greater. The bus driver's issue was the lack of a crosswalk attendance.

63 Mr. O'Keefe asked if he has observed those issues from a supervisory standpoint.

64 Principal Schuttinger replied that they are not waiting for the last bus, and there is a gap in the
65 release of a bus.

66 Mr. O'Keefe asked if they are being held.

67 Principal Schuttinger replied, yes, they are being held. He is dismissing walkers after the two
68 other buses.

69 Mr. O'Keefe asked him if he would like to change back or keep dismissal the way it is.

70 Principal Schuttinger replied that he would like to change back, but it would take a few days of
71 monitoring. He will be happy to provide more feedback and the MVPD is here as well.

72 Mr. O'Keefe suggested they revisit the policy and make the appropriate changes as the
73 administrator of the building.

74 Mr. Driscoll added that they would like to have the bus driver weigh in on this.

75 Principal Schuttinger noted that this year they are seeing an increase in pickups by cars. There
76 are at approximately 65 students each day that are waiting to be picked up.

77 Mr. O'Keefe added that is everywhere.

78 Superintendent Steel asked for clarification.

79 Mr. O'Keefe replied as Principal he should do what is most appropriate from a safety
80 perspective.

81 Ms. Lawrence added that she feels comfortable with that decision.

82 Superintendent Steel remarked that it will officially be his decision, but he will agree with it.

83 Mr. Eckhoff asked how many walkers are there on an average day.

84 Principal Schuttinger replied, since the first day, a good 20 kids or so.

85 Mr. O'Keefe asked if they need to be prepared for more walkers,

86 Principal Schuttinger remarked that there is not much room on Cemetery Road to park.

87 Mr. O'Keefe asked if they could advertise the Mont Vernon Shuttle Bus, adding that it is a
88 valuable resource and would not want to see it discontinued.

89 Ms. Lawrence agreed, adding that it is a great experience for the kids.

90 The Board thanked Principal Schuttinger.

91 IV. Committee Updates

92 There were no committee updates currently.

93 V. Math Update

94 Ms. Landwehrle added that they intentionally held off on approving the Math Curriculum and
95 they have an overview of their Year of Math with the goals in the Agenda Packet. She has also
96 met with Principal Schuttinger and Math Interventionist, Ms. Charline Brown and it was a great
97 day to work together.

- 98 Ms. Brown has a quick overview for the Board on the Year of Math, plans for the year and will
99 be happy to answer questions.
- 100 Ms. Charline Brown noted that they have been working very hard and the MVVS is also known
101 as the Academy of Archimedes.
- 102 On Late Start days they have studied mathematicians Eratosthenes, Hypatia, Ayrton, and
103 Poincare'. She then showed the Board pictures of the kids enjoying the math activities. Even the
104 reward system has been tied into it. They will have a special banquet and board members are
105 encouraged to visit.
- 106 Ms. Brown noted that they did make a lot of progress and are ready to roll up their sleeves. She
107 then explained how they are going to support teachers. They did OGAP this summer and
108 changing models and classrooms. She then reviewed training based on learning from OGAP and
109 that there are instructional models that are changing. Other trainings will take place during staff
110 meetings.
- 111 She then explained Choral Counting and her favorite, Number Talks. She then noted that
112 Number Talks is meant to promote conversation and mental computation.
- 113 Ms. Brown then reviewed Quick Images; it is a big change, but the students will know the
114 number in a better way.
- 115 She then explained that there is Ban Har training in Maine, three parent meetings during the
116 school year, along with other events.
- 117 Ms. Lawrence remarked that they are making Math fun for students.
- 118 Ms. O'Keefe thanked Ms. Brown adding that this what he had envisioned. This is getting kids
119 into Math in a whole new light, he then thanked her for all of her efforts.
- 120 The Board thanked Ms. Brown.
- 121 Mr. Eckhoff asked Ms. Landwehrle to explain what is Dreambox.
- 122 Ms. Landwehrle replied that the students are given deep problems and use virtual manipulatives.
123 It is also an adaptive program. She then asked the Board if she had showed them Board a demo.
- 124 Mr. Eckhoff replied that he would like to see a demo.
- 125 Ms. Landwehrle added that parents can create their own accounts to help monitor progress.
126 There is teacher PD that is also built in. It is a robust program and she will be happy to do a
127 demo for the Board.
- 128 Ms. Brown added that the kids are practicing, and it is much better than taking home worksheets.
129 Information will be coming home soon.
- 130 The Board thanked Ms. Brown.
- 131 Ms. Landwehrle noted that the Math Curriculum is in the Consent Agenda.
- 132 VI. Consent Agenda

133 Mr. O’Keefe pulled the Minutes of August 19th, 2019.

134 Line #68 Changed from:

135 *“Mr. O’Keefe suggested that they could get the 0.8 position subsidized with the Town.”*

136 Changed to:

137 *“Mr. O’Keefe mentioned that in order to go from a 0.8 position to a 1.0 position, maybe they can*
 138 *potentially leverage the Town Rec. Dept. in a conversation to get that up to a full time position*
 139 *with some assistance to after school programming that is open to the public.”*

140 Line #120 added for Mr. O’Keefe’s comments starting on line 121.

141 *“Mr. Steel then asked the Board what they wanted to work on for the next calendar year”.*

142 **Mr. O’Keefe motioned to approve the 1. Minutes of August 19th, 2019 as amended. Mr.**
 143 **Eckhoff seconded the motion. Mr. Driscoll and Ms. Hinckley abstained. The motion passed.**

144 Mr. Driscoll asked about the cost of the 0.9 position.

145 Mr. Steel replied, that with this year’s hiring they are still able to save money. It is an expansion
 146 of an existing position.

147 **Mr. Driscoll motioned to approve the 2. Budget Transfer 2020 001, 3. May 2019**
 148 **Treasurer’s Report, 4. June 2019 Treasurer’s Report and 5. Math Curriculum. Ms.**
 149 **Hinckley seconded the motion. The vote was unanimous, motion passed.**

150 VII. Lighting Update

151 Director of Buildings and Grounds, Mr. John Robichaud, discussed that the Board has asked for
 152 Eversource to do an Energy Audit. He called Mr. Mark Toussaint, from Eversource, and he said
 153 that they know everything in the building, and it would not make sense for them to come out for
 154 a site visit. Mr. Toussaint would like more data and is hoping that last year was an anomaly.
 155 Without putting meters on every panel there is not way to tell where the power is going.

156 Mr. Robichaud then noted that he will investigate the cost of the meters if the Board if they
 157 would like him to.

158 He added when he talked to Mr. Toussaint that the energy usage here has never been consistent.
 159 He has not seen the last two bills as he was out due to surgery.

160 He then noted that there is no good answer other and the motion sensors may be faulty, and the
 161 lights still did not turn off. He sent an email to the staff at EMC and they might come out and
 162 look as well. The sensors might be bad, but he does not think so. The custodians need to be
 163 aware of what is on and he will talk with them just to remind them.

164 Mr. Driscoll added that if there were faulty occupancy sensors then it would make sense.

165 Mr. Driscoll asked about the cost.

166 Mr. Robichaud noted that it is a fixed amount at \$620 a month and they have not started paying it
167 yet.

168 Mr. O' Keefe asked when will they start paying it back.

169 Mr. Robichaud replied, soon. It is a 3 year or 3 ½ year payback but he is not sure. He is still
170 cautiously optimistic.

171 Discussion ensued.

172 Mr. Driscoll suggested hiring a consultant.

173 Superintendent Steel agreed that it feels like there is something is not right.

174 Ms. Lawrence remarked that clearly there is a problem.

175 Mr. Driscoll noted that they should calculate out costs and look at that line item.

176 Mr. Robichaud added that he will add a line to the budget for next year. As they go through the
177 process and get it under control, they can remove it.

178 Mr. Steel replied that he will contact someone and get back to the Board.

179 The Board thanked Mr. Robichaud.

180 VIII. Assessment Update

181 Ms. Landwehrle noted that she wanted to share the NHSAS Results and NWEA Results as a
182 reference. The big piece is that all cohorts increased the percent of students meeting standard.
183 They are above the State average for ELA and with Math they are increasing, although not yet
184 for the 3rd and 4th grades. Last year the testing schedule was challenging for students and they
185 need to look at separating it out. She is excited for having a goal for NHSAS for math, all grade
186 levels at 60% or higher. They are looking at the 3rd and 4th grades and that would be a huge help
187 in that area.

188 She then gave the Board NWEA as a reference, and a year at a glance, and they saw a lot of
189 growth especially in Math. That percent of students meeting growth. They do have a consistent
190 piece in grades 3,4 and 5 across the SAU.

191 Mr. Eckhoff asked if there was a time of day when a student learns Math better. Math is deep
192 critical thinking.

193 Ms. Landwehrle replied that in general, mornings are often better based on research. The
194 challenge is that some of the skills is exposure and the amount time and the teachers want to
195 prioritize the Math and the Literacy.

196 Mr. Eckhoff asked why grades 3 and 4 are having a more challenging time than the younger
197 grades. He then asked if there was another element.

198 Ms. Landwehrle responded that she will look into it and get back to the Board.

199 Mr. Driscoll added that he read about perfect timing and that math is good for learning in the
200 morning.

201 Mr. O’Keefe asked if NHSAS is changing this year.

202 Ms. Landwehrle replied, no, they are in year 3 of a 5-year contract. She then explained the
203 difference in assessments in that NWEA allows them to look at growth. She added that they are
204 tracking cohorts and they are different cohorts and that could change.

205 The Board thanked Assistant Superintendent Landwehrle.

206 IX. Physical Education Plan

207 Principal Schuttinger reviewed the After School Physical Plan. He then discussed that the new
208 PE Teacher is targeting the three days that he is here. They are thinking of doing a survey, as a
209 gauge for the students. The PE Teacher is very excited about the programming that they can
210 offer, such as family events, and possibly a women’s (high school, college students, parents)
211 defense event. He is also Jujitsu Instructor. He is open to anything and it is very exciting to see.

212 Mr. O’Keefe asked about the time the new PE Teacher (0.8) is here and (0.2) is at Clark.

213 Mr. Driscoll remarked that it was in the August 19th, 2019 Minutes.

214 Ms. Lawrence agreed that it was in the Minutes.

215 Principal Schuttinger explained he will be here M/TH/F here and one day at Clark.

216 Mr. Driscoll asked about the extra 0.2.

217 Principal Schuttinger added that is a challenge is right now in Sept and Oct. as he is a Football
218 coach at Memorial HS in Manchester. They will keep track of his time so by then end of his
219 contract he will make up his time.

220 Ms. Lawrence added that he seems enthusiastic.

221 Mr. Driscoll mentioned that the new PE Teacher sounds excited to work with the kids and
222 MVVS families.

223 Ms. Lawrence added that they are also looking at Building Goals.

224 Principal Schuttinger explained the objectives of 1. Grades 3-6 will achieve 60% proficiency on
225 the NHSAS 2020, 2. Design a Multi-Tiered System of Support (MTSS) that meets the needs of
226 all and 3. Move all staff using Empower to a level of proficiency by December 2019.

227 Mr. Driscoll asked about #3. He is wondering if they can tighten it up.

228 Principal Schuttinger replied that he will be happy to adjust them, and it was a first pass.

229 Ms. Lawrence suggested that they insert their goals now to capture the Math Goals.

230 Mr. O’Keefe suggested that they share this with the public.

231 **Mr. O’Keefe motioned to accept the Board Goals, as amended. Mr. Driscoll seconded the**
 232 **motion. The vote was unanimous, motion passed.**

233 X. Budget Schedule

234 SAU #39 Business Administrator, Ms. Michele Croteau, discussed that they are looking last
 235 year’s timeline, and thinking of the Oct 10th meeting for first draft of the Budget.

- 236 • Board Reviews Budget and then submits to Budget Committee- Oct 17th
- 237 • Work in in between -Oct 10th and Oct 17th
- 238 • Budget Committee, subcommittee would meet Oct 28th -Nov 1st
- 239 • Budget Committee makes a final report to the Board on Nov 7th
- 240 • Board approves Budget, Warrant Articles and Appropriations and the Default Budget on
 241 Dec 12th
- 242 • Budget Hearing on Dec 31st – can be moved.

243 Mr. Driscoll suggested that they have the Budget Committee here for their first draft of the
 244 budget on Oct 10th.

245 The Board thanked Ms. Croteau.

246 XI. Budget for Foreign Language Discussion

247 Ms. Landwehrle added that they had this conversation right after budgeting last year. The
 248 thought was expanding out or possibly adding a French Club. MVVS Spanish Teacher, Ms.
 249 Danielle Guarrera, has tightened up what she has done and has been a year here. She is not
 250 French certified but can certainly support a club. In the past, when the 6th grade leaves here they
 251 are not transitioning seamlessly in to AMS 7th grade Spanish and not 7th grade French.

252 She then asked if they look at budgeting now to expand out the foreign language program with
 253 offering choice for 6th grade or budget for some one that is French certified. That was one idea
 254 from last year. They have made two changes with the 6th grade that they think will have a strong
 255 impact. First, Ms. Guarrera has done a lot more with the 5th graders than in the past.
 256 Additionally, they are giving out scores with the 6th grade although the pacing may be different.
 257 They are getting closer to where they need to be. There is still the gap and the challenge with
 258 French. She is not sure if they should increase her time and will update the Board at the end of
 259 this year. She then asked if the Board was interested in French and looking at a 0.2 French
 260 Teacher.

261 Ms. Landwehrle asked for Board thoughts.

262 Ms. Hinckley asked about the frequency of Spanish.

263 Ms. Landwehrle noted that you need to have exposure daily.

264 Ms. Lawrence asked for an online component.

265 Ms. Landwehrle added that the challenge is time, with set up and take down of computers.

266 Ms. Lawrence remarked that it sounds like they are doing some great things.

267 Superintendent Steel asked the Board if they would want the administration to work on a plan in
268 the budget for foreign language that they can evaluate.

269 Ms. Lawrence replied, yes, they are trying to work on best practices for kids and suggested that
270 they explore it and see what they can do.

271 Ms. Landwehrle added that they do have an online component and they were able to save money
272 with Math In Focus and she was excited about that.

273 Mr. O'Keefe remarked that what he is hearing is that they are still not in line with the AMS. He
274 supports a club; however, they have to fix the Spanish.

275 Mr. Driscoll added that it has been a problem for a while.

276 Mr. O'Keefe noted that if they are looking at making the Spanish position a full time, that
277 program has to integrate with AMS.

278 Superintendent Steel added that in order to teach foreign language well they need to start at the
279 younger grades. He has been thinking of a way to get the kids immersed in Spanish. He then
280 commented on the approach and philosophy.

281 Ms. Lawrence asked if they can ask Ms. Guarrera if there are suggestions that she has. So that
282 they can leverage what they have and keep moving in the right direction.

283 Ms. Landwehrle replied that she will be happy to do that and wanted to hear Board thoughts first.

284 Ms. Lawrence added that she would be interested in what she would have to say. She would like
285 to focus on where they need to.

286 Mr. Eckhoff remarked that he would be interested in what other schools have to say that are their
287 size.

288 Ms. Landwehrle added that Ms. Guarrera can reach out to her colleagues and Principal
289 Schuttinger can reach out to other smaller schools.

290 The Board thanked Ms. Landwehrle.

291 Mr. Steel remarked that they have received a proposal from Georgica and Kevin Kearney to
292 receive a donation of a bench in memory of Mr. Nicholas Lawrence, Nicholas is brother to Ms.
293 McKenzie Lawrence.

294 **Mr. O'Keefe motioned to receive a donation in memory of Mr. Nicholas Lawrence. Ms.**
295 **Hinckley seconded the motion. The vote was unanimous, motion passed.**

296 Ms. Lawrence added that they have an opportunity to submit a resolution for the NHSBA. She
297 wanted to let the Board know.

298 The Board then congratulated Principal Schuttinger on his 5- Year Anniversary at the MVVS.

299 XII. Public Input II of II

300 No Public Input

301 XIII. Non-Public Session

302 None

303 XIV. Meeting Adjourned

304 **Mr. Eckhoff motioned to adjourn the meeting at 8:07 PM. Mr. Driscoll seconded the**
305 **motion. The vote was unanimous. Motion passed.**

Draft

BUILDING GOALS 2019-2020

O: Provide quality physical activity programming for students after school beginning October 2019.

KR: Meet with building Principal every Tuesday beginning September 10. *We continue to meet each week. Mr. Buckholz has created three surveys for students, met with Heather Kennedy of MV Recreation Dept and reached out to Dan Wyborney, Athletic Director of SHS.*

KR: Create interest survey for students and families for October 1
Surveys will be completed by students in the second week of October.

KR: Collect and compile survey data by October 15.
Not completed yet.

KR: Meet with MV Rec Dept to discuss collaboration in September.
Meeting with Mrs. Kennedy was productive sharing opportunities and areas for collaboration. Mr. Buckholz and Mrs. Kennedy plan on meeting again prior to the December holiday break.

KR: Set days, meeting times and age/grade level distinction for after school meeting days. (eg. Monday = K-2, Wednesday = 3 & 4, Thursday = 5 & 6)

O: Grades 3-6 will achieve 60% proficiency on the NHSAS 2020

KR: Review student data from NHSAS with Staff and set grade level OKR's.
(September)

Grade level meetings have been established and began the week of September 30. During these meetings we have been reviewing the beginning NWEA Data and NHSAS scores from last year. We have not created OKR's for all grade levels in the first meeting.

KR: Use NWEA student goal setting document for all students taking fall assessment.

Goal setting documents were not used for the fall assessment. We will be using them for the subsequent NWEA assessments this year.

KR: Review NWEA data with classroom teachers and set course for classroom intervention and support.

All data is being reviewed during grade level meetings. We will be setting expectations for next steps based on the results. At this writing, October 2, Math assessments are complete and Literacy is still underway.

KR: Math Interventionist will push into K-3 classrooms to team teach.
(September - December)

Charline Brown has begun her work in the classrooms. She has also presented twice to classroom teachers for the year, once during the September Late Start and once at the October Staff Meeting on math instructional methods she learned at OGap training this past summer. These trainings will continue through the year.

O: Design a Multi-Tiered System of Support(MTSS) that meets the needs of all learners by January 2020

KR: Meet with classroom teachers bi-weekly to review student progress.
(September – June)

Grade level meeting days and times were established and began the week of September 30. Teacher concerns have been shared and next steps are being discussed.

KR: Review Tier 1, 2 and 3 services and supports. (October)

The MVVS RTI process is being reviewed at a meeting on October 3 with Meg Beauchamp, Kurt Gergler(School Psychologist), Valerie Robinson, Charline Brown, Maggie Holm, Lori Meader, and John Schuttinger.

KR: Use Do the Math(T3) and O-Gap(T2) for student support to fill areas of weakness. (September – June)

Charline Brown has begun sharing her training from O-Gap PD she received this summer along with two other staff. These will continue at staff meetings through the school year. Case Managers have begun using Do the Math with students who have identified gaps in their math understanding. Training for this program was delivered to staff during the summer MVEA PD Day in June.

KR: Survey students each quarter to evaluate our work in meeting their needs.
This has not been completed at this time.

O: Move all staff using Empower to a level of proficiency by December 2019

KR: Review Mastery Learning Handbook (September)

The handbook review will be shared with staff during an October Staff meeting.

KR: Set up 'office hours' to support staff with Empower concerns and questions. (September)

Staff have the opportunity to meet each day before school or after school to receive support in their work with Empower. At this writing there have been a few staff requesting support though we have also had opportunities during the start of the school year in SAU -wide PD and during CTT meetings.

KR: Empower Lead and Administration will meet and message with SAU Leads to continue collaboration. (September – June)

A channel on SLACK was established this summer to keep administration and 'leads' with easy access to the group for support or information when using Empower. The SAU Leads and administration will meet on the Late Start day for training with Assistant Superintendent, Christine Landwehrle.

KR: Use model of 'lunch and learn' to support staff with Empower functions and trouble areas.

This has not been established at this point in the year, October. We will utilize this time if necessary as the year progresses and/or needs arise.

First Reading Policies from the
SAU 09 19 19 Meeting- BBAB/BDB, BDC,
BDD, BEDA, BEDB, BGA, BGC, DKC,
GBEC/ADB, JI, JICD, JICDD, JICH, JICK, and
JIHB.

BBAB/BDB – ROLES AND DUTIES OF BOARD CHAIRPERSON AND BOARD OFFICERS

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

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

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

Chairperson:

In carrying out these responsibilities, the Chairperson shall:

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BBAB/BDB – ROLES AND DUTIES OF BOARD CHAIRPERSON AND BOARD OFFICERS

Vice-chairperson:

The Vice-Chairperson will have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may from time to time determine. They may attend planning of board meeting agendas.

Secretary:

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

BDC- ELECTED AND APPOINTED BOARD OFFICIALS

CLERK OF THE DISTRICT

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

TREASURER AND DEPUTY TREASURERS

The treasurer of the District shall be elected and shall not be a member of the Board. He/she shall receive such remuneration as the district may determine and perform such duties pertaining to the fiscal affairs of the District as outlined in the New Hampshire statutes relating to public schools. If no one is elected and accepts, the Board shall appoint the treasurer until the next annual district election.

A deputy treasurer may be appointed by the treasurer, subject to the approval of the Board.

The treasurer and deputy treasurer must be a registered voter in the District, not be a permanent employee of the District, and must have no conflict of interest in carrying out the duties of the position.

Statutory References:

RSA 197:20 (Duties of Clerk)

RSA 197:22 (Treasurer's Bond)

RSA 197:23-a

(Treasurer's Duties)

RSA 197:24-a (Deputy Treasurer)

RSA671:6 (Election of Officers)

RSA 671:23 (Special Warrant for the election of officers)

AMHERST, MONT VERNON, and SOUHEGAN POLICY

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

The Board will:

1. Give the Superintendent full administrative authority for properly discharging his professional duties, holding him responsible for acceptable results.
2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.
3. Hold all meetings of the Board in the presence of the Superintendent except when his/her contract and salary are under consideration.
4. Refer all complaints to the Superintendent and discuss such complaints only at a regular meeting as required.

BOARD

SUPERINTENDENT

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

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

BEDA - PUBLIC NOTIFICATION OF SCHOOL BOARD MEETINGS

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

See also Policy BEB- Emergency Board Meetings.

Legal Reference:

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BEDB - AGENDA PREPARATION AND DISSEMINATION

See Also BEDA, BEDH

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

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

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

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

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

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

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

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

Legal Reference:

RSA 91-A:5, IX.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BGA - POLICY DEVELOPMENT SYSTEM

The Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

Policy Adoption, Dissemination and Review

- A. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action. for purposes of notification, the meeting agenda delivered to each Board member is deemed sufficient.
- B. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.
- C. The Board will allow an opportunity for public comments on policy proposals.
- D. All policies will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
- E. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
- F. Policies and amendments will be effective immediately upon adoption, unless a specific effective date is provided in the adopted final policy.
- G. All written policies and administrative rules and regulations will be open for and available for public inspection, upon request.
- H. All Board policies will be reviewed and evaluated by the school board on a regular and continuing basis.
- I. The Superintendent or designee is responsible for notifying the Board of all policy updates and revisions provided by the New Hampshire School Boards Association. The Board will then schedule time for review of such updates and will taken action accordingly regarding the adoption, revision or repeal of such policies.

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent, to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

**BGC - POLICY REVIEW AND EVALUATION/MANUAL
ACCURACY CHECK**

All Board policies will be reviewed and evaluated by the school board on a regular and continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

DKC –EXPENSE REIMBURSEMENTS

Personnel and officials who incur expenses in carrying out their authorized duties may be reimbursed, subject to prior approval, upon submission of a properly filled out and approved voucher and such supporting receipts as required by the office of the superintendent. Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense; for example, staff development, meetings and procurement of incidental operations and maintenance supplies.

Mileage, meals and lodging reimbursement rates will be announced annually for the following school year.

All travel outside New England must have the prior written approval of the Superintendent or his/her designee. Expenditures and mileage reimbursements for the Superintendent will be approved by the SAU board chair.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

Category: Priority-Required by Law

Identical Policy: GBEC

Related Policy: JICH

A. Drug-Free Workplace

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

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

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

B. District Action Upon Violation of Policy

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

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

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

C. Drug-Free School Zone

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

D. Implementation and Review

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

District Policy Adoption & Revision History:

First reading: _____

Second reading/adopted: _____

District revision history:

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*

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JI - STUDENT RIGHTS AND RESPONSIBILITIES

Category P

See also JIC, JICD

Student rights, responsibilities, rules of conduct, and disciplinary consequences for misbehavior shall be published in the Parent-Student Handbook. The Parent-Student Handbook may be made available in another language (when feasible) or presented orally upon request.

Legal References:

RSA 189:15, Regulations

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

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

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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 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.

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.

C. 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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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 Superintendent's decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

D. 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.

E. 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.

F. 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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G. 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).

District Policy History:

First reading: _____

Second reading/adopted: _____

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)

JICDD - STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

Category: Recommended

See Also JIA, JIC, JICK

The Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives.

Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees;
5. Incidences that involve cyber-bullying are covered under policy JICK; or
6. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

JICH - DRUG AND ALCOHOL USE BY STUDENTS

The School Board is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, and illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of related paraphernalia is also prohibited.

For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.

Students may only be in possession of medication as detailed in Board Policy JLCD.

Any student who is found by the administration to be in violation of this policy shall be subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)

Legal References:

21 U.S.C. § 812(c), Controlled Substances Act

RSA 318-C, Controlled Drug Act

RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

Category: Priority/Required by Law

See also JBAA, JIC, JICD, IHBA

GENERAL STATEMENT OF POLICY It is the policy of the Amherst, Mont Vernon, and Souhegan Cooperative School Districts that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying. The Amherst, Mont Vernon, and Souhegan Cooperative School Districts will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying as defined herein. Any person violating this Policy may be subject to disciplinary action up to and including expulsion.

I. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, applications, cameras, and websites.

4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protected against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for himself and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

9. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(I))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JHIB - SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY

Category R

Students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the district may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having their automobiles searched by parking in school parking lots.

Legal Reference:

NH Constitution, Pt.1, Art.19

Appendix JHIB-R