

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator



Souhegan Cooperative School Board Meeting

Monday, November 18th, 2019 – 6:00 PM

Souhegan High School
412 Boston Post Road
Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	SCSB Chair, Mr. Jim Manning, 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
Principal's Report	6:20 PM	Principal of SHS, Mr. Bill Hagen, to present his Report	None
Committee Updates	6:30 PM	Board Members to give updates on their Committees	None
Community Council Update	6:35 PM	Board to receive update on Community Council	None
Consent Agenda- Approval	6:40 PM	<ol style="list-style-type: none"> 1. 10 24 19 Draft Minutes 2. Oct 2019 Treasurer's Report 3. Policies from 10 24 19 SCSB Meeting- BBAB/BDB, BDC, BDD, BEDA, BEDB, BGA, BGC, DKC, GBEC/ADB, JI, JICD, JICDD, JICH, JICK, and JIHB. 4. SHS Italy and Greece Trip 2020 5. SHS Joshua Tree National Park 6. SHS Bermuda Trip 2020 	<p>10 24 19 Draft Minutes Oct 2019 Treasurer's Report Policy Packet</p> <p>Italy/Greece Exec. Summary Italy Tour Information Greece Tour Information Joshua Tree Exec. Summary Bermuda Executive Summary BIOS Proposal Document BIOS Itinerary</p>
Social Emotional Program Development Presentation	6:45 PM	Presentation regarding status of program development at SHS for students with Social/Emotional Needs.	SHS SEL Presentation

Master Schedule Discussion	7:00 PM	Board to discuss Master Schedule with Presentation by Mr. Steve Frades	None
FY'21 Budget	7:15 PM	Board to review and discuss FY'21 Budget	None
First Reading Policy- BEDG (from SAU 10 22 19 meeting)	7:40 PM	Board to review Policy BEDG from SAU 10 22 19 Meeting	Policy BEDG
Public Input II of II	7:45 PM		None
Non- Public Session	7:50 PM	RSA 91 A:3 II ()	
Meeting Adjourned	8:00 PM		

1 Consent Agenda Item #1 Souhegan Cooperative Board Meeting

2 Thursday, October 24rd 2019

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant
6 Superintendent, Bill Hagen- Principal SHS, and Meg Beauchamp- Director of Student Services

7 Souhegan Cooperative School Board: Chair- Jim Manning, Pim Grondstra- Vice Chair, Laura
8 Taylor- Secretary, Steve Coughlan, Amy Facey, George Torres and David Chen.

9 Souhegan Advisory Finance Committee: Martin Goulet, Chairman, and Jeanne Ludt,
10 Continuing-Amherst (2018 alternate appointed full member) (2019),

11 SHS Student Videographer: Shannon Hargreaves

12 Board Minutes: Danae A. Marotta

13 Public: SHS Students, Lily Hipp, Alexa Leary, Curtis Redd and Alex Whyuleck, Delaney
14 Facques, SHS Community Council Liaison, Stephanie Grund, Amherst NH, and Community
15 Members.

16 I. Call to Order

17 **Chair of the SCSB, Mr. Jim Manning, called the meeting to order at 6:00PM.**

18 II. Public Input I of II

19 No Public Comment

20 III. Superintendent's Report

21 Superintendent Steel then noted if it was ok with Chairman Manning he would like the students
22 to give their HYPE Presentation,

23 Principal of SHS, Mr. Bill Hagen, then introduced members of Souhegan High School's Ethics
24 Forum Leadership Team, Ms. Lily Hipp, Ms. Alexa Leary, Mr. Curtis Redd and Mr. Alex
25 Whyuleck.

26 He then discussed the purpose and initiatives of the team.

27 One student then explained that this year they have about 45 students and they have a list of
28 things that they are doing around the month.

29 Another student then explained that they want to rebrand their leadership initiative. Other
30 schools want to form their own leadership groups and several have reached out to them. 75
31 schools are part of their coalition and want to be involved in student leadership.

32 One student then discussed their recent visits to mini-conferences. In January, the University of
33 New Orleans will be visiting.

34 Mr. Whyuleck then gave the HYPE overview. He discussed that HYPE gives students the
 35 opportunity for high school students to have meaningful, philosophical discussions. It was
 36 created, designed and led by high school students for high school students. The greater New
 37 England Region is under the guidance of St. Anselm's College Center for Ethics. The HYPE
 38 event takes place at UNH, Durham.

39 He then reviewed the HYPE Questions, including the question for 2019: "What role does media
 40 play in our society?". It is different each year, and you don't know what you are going to get
 41 once you get there.

42 Mr. Redd then explained that the Hope for Gus Foundation was started by Souhegan High
 43 School faculty member Mr. Steve Dreher and his wife Tonya. Their son, Gus, has Duchenne's
 44 Muscular Dystrophy (DMD), a debilitating disease that causes the muscles of young boys to
 45 weaken year after year. The disease is terminal. The foundation raises money for research in
 46 treatments for all boys with DMD, and there have been breakthroughs recently which could
 47 potentially treat Gus and many other boys who suffer with him. Later this year, they will have
 48 raised over \$100,000, not including the game scheduled for later this year.

49 Mr. Whyuleck then noted the 2019/2020 events. He added that at the end of the day they are
 50 creating a better environment and a better world.

51 He then noted their website: ethicsforum@sau39.org

52 Ms. Facey gave her support for the program and asked the students what skills they have gained
 53 through this experience for college and beyond.

54 Ms. Leary explained that she has gained leadership skills and Mr. Whyuleck replied that he is
 55 more comfortable in social situations.

56 Mr. Manning asked about the 4 schools that have approached them to build their own Leadership
 57 Group.

58 Mr. Redd replied, Stevens, Belmont, Kearsarge. He is not sure about the last one.

59 The acronym HYPE stands for Hosting Young Philosophy Enthusiasts.

60 Transcripts and Reporting

61 Superintendent Steel then discussed that he wanted to provide an update on Transcripts and
 62 Reporting.

- 63 • Transition plan includes only freshman having score reports that are different from last
 64 year, but are in the same format as what was received in 8th grade.
- 65 • They will be providing a translated score for each course on the semester and year-end
 66 report cards in the typical GPA format. That is a shift from what they were doing before.
 67 Principal Hagen has been doing a wonderful job with this process and he feels confident.
- 68 • Progress Reports for grades 10-12 will look the same as they did last year and will
 69 include comments.

70 Mr. Chen asked when they will see a first pass at the school profile.

71 Principal Hagen replied that is in draft form and they can bring it to the next meeting.

72 Mr. Manning asked if the full Community Council has seen the transcript and school profile yet.

73 Principal Hagen replied that the Counseling Department is working on the profile and the data
74 that goes into the profile. That typically is a description of your school. With the Transcript, they
75 are still working on it and he does not believe that they have seen it yet.

76 Class Size and Master Schedule Analysis

77 Mr. Steel discussed that they have been doing a lot of analysis in regards to the Master Schedule.
78 The Board had asked him to look at AP classes.

79 First, this is room utilization by period. There is no 9th period so you can just disregard that. As
80 you can see Period 5 has the highest utilization.

81 Next, Superintendent Steel reviewed Teacher Class Load (FTE) Distribution. (This does not
82 include Advisory.) He then added that the teachers that are listed as 0-2 are largely in Special
83 Education or paid on a different schedule.

84 He then explained the chart Teacher Student Load. This is a ratio that they talk a lot about. A
85 majority of the teachers are right in the middle with 70-110.

86 He next noted the class count by enrollment range. Many of the classes have between 20 and 24
87 and some have lower than 15.

88 He then reviewed some basic facts.

- 89 • Room utilization is slightly below a typical high school target utilization of 80-85%.
- 90 • When accounting for Specialists, teacher course loads are appropriate.
- 91 • Student-facing without Advisory and Specialists was 77.7 last year, just slightly below
92 the target of 80.
- 93 • Section sizes for non- special courses are near targets with smaller than target class sizes,
94 mostly in AP or capstone courses.

95 He then concluded that the existing schedule design, (3 day- rotating) schedule with a skinny
96 block) may not be the most efficient design for a schedule, some additional efficiencies exists
97 both in room utilization, student-facing loads and class sizes. Care needs to be exercised to
98 maintain current capstone and AP course offerings without creating unintended consequences.
99 Souhegan will continue their study of their schedule this Fall to determine if a more efficient
100 design is possible. Lastly, the FY 21 Budget will be updated to reflect changes to the Master
101 Schedule.

102 He then read the Board Motion “The Souhegan Cooperative School Board, directs the
103 Superintendent, Mr. Adam Steel, to prepare a plan for the Advanced Placement (AP) courses for
104 the school years 2019-2020, 2020-21 and beyond. The plan will include all AP courses in the

105 2019-2020 Program of Studies, with a feasibility assessment for as early as this fall 2019. Ms.
106 Facey seconded. The vote was unanimous, motion passed.”

107 He read the steps that followed: this included meeting with several SHS faculty in the spring to
108 discuss, impact, situation, etc., collaborating with Mr. Steve Frades to complete Master Schedule
109 analysis, and meeting with Hollis/Brookline to determine if any opportunities exist.

110 He explained the AP Class size ranges.

111 Superintendent Steel concluded that with adjustments to the Master Schedule and a commitment
112 to continue capstone courses with less than the minimum number of 15 students, they can
113 continue to offer their existing AP courses and may have opportunity to expand offerings over
114 the next 2-3 years. He added that all these topics are related and wanted to provide context. They
115 have paused the collaboration at this time with H/B due to scheduling conflicts but will continue
116 the conversation.

117 Mr. Chen asked about other courses that are below 9 that are not AP courses.

118 Principal Hagen added that class rotation is a strategy that they have used and you have to make
119 it public in your program of studies.

120 Mr. Manning asked for Board comments and questions.

121 There were no other questions or comments and the Board thanked Superintendent Steel.

122 IV. Principal's Report

123 Mr. Hagen noted that Community Service is going strong. They have a number of Advisories
124 that are taking advantage of Community Service and it just one avenue.

125 He then noted that students left classes to participate in an international movement by youth in
126 support of changes needed to positively impact the environment. The local movement was
127 spearheaded by a SHS senior and supported by students from the environmental club at SHS. A
128 student speaker was invited to address the student body. Her message was about activism and its
129 importance in supporting something you are passionate about. The students also heard from a
130 Souhegan senior whose message was about how SHS students support changes in behavior that
131 will impact the environment. It was well organized and very respectful. He was very impressed.

132 Mr. Chen asked about the data that Superintendent Steel used and if it will be updated.

133 Mr. Steel replied that yes, they are using that as well.

134 The Board thanked Principal Hagen.

135 V. Committee Updates

136 Ms. Facey remarked that the Principal Search Committee met last Friday and Ms. Peggy Silva is
137 leading that group. They have looked at what they feel is important in a Principal and will soon
138 start a nationwide search. She will have more information next month as it progresses.

139 She then asked the Board to let her know if they have questions or comments as she is the Board
140 Representative.

141 Mr. Steel added that SHS Students, Ms. Delaney Facques and Ms. Georgia Craven, are also a
142 part of the committee.

143 Mr. Coughlan mentioned that the Constitutional Interpretation Committee had their first meeting
144 today.

145 He added that PPC had met this afternoon, and he would like to have a brief Non-Public Session
146 at the end of their meeting consistent with NH RSA 91: A.

147 The Board thanked Ms. Facey and Mr. Coughlan.

148 VI. Community Council Update

149 Ms. Delaney Facques, Community Council Liaison, remarked that they are discussing a parking
150 lot proposal. This will allow the parking lot to be accessed on a first come first serve basis.
151 Second, they are waiting for a transcript to be brought to them for review. Last, they realized
152 that the later start time is a District decision and they are looking for clarification for CC next
153 steps. She then asked if the Board would like them to get student feedback.

154 Superintendent Steel replied that he reached out to Chair of the School Start Time Committee,
155 Mr. Dan Wyborney, earlier today and they are planning on reaching out to CC leadership. They
156 need CC to help sort out some challenges.

157 The Board thanked Ms. Facques.

158 VII. Consent Agenda

159 **Mr. Grondstra motioned to accept the Consent Agenda items 1. Draft Minutes 09 23 19, 2.**
160 **Budget Transfer 2019 007, 3. Sept 2019 Treasurer's Report and 4. SHS New Orleans Music**
161 **Trip 2020. Ms. Facey seconded the motion. The vote was unanimous, motion passed.**

162 VIII. FY 21 Budget- First Draft

163 Superintendent Steel noted that this is a work in progress and a first draft.

164 He then highlighted that projected enrollment is likely to drop by 25 students.

165 The Default budget is increased 3.8% (\$682,087). Special Education \$365K Benefits (Health)
166 \$363K, everything else (\$-46K) and it will require a further review of one-time items in the
167 default.

168 The Proposed budget is effectively the same (\$-375). As mentioned earlier, additional Master
169 Schedule efficiency is still being reviewed and may result in a lower default and proposed
170 budget. There is no reduction in the teaching staff yet. They have offered an early retirement
171 incentive.

172 He then reviewed the enrollment, noting that next year's 4th grade is a fairly large class.

173 He then reviewed the Budget Calculation. He then explained the accounting issue with School
174 Nutrition Services Director's salary. He added that through their student services program they
175 have not only done excellent things for their students but have also saved on out of district costs
176 (approx. \$6.1M since 2017). He then applauded Student Services Director, Ms. Meg Beauchamp
177 and her team.

178 Mr. Chen asked about tuitioning in other students for their Special Education programs.

179 Mr. Steel replied, that right now at the middle school they are full. At the high school, they will
180 not be next year as they are new programs. There may be potential, but that is until they are full.

181 Mr. Torres asked about the SAU assessment in regards to the SNS Director salary.

182 Superintendent Steel then discussed what happens when students go out of district in regards to
183 the budget calculation.

184 Mr. Torres asked about normalizing the costs.

185 Mr. Steel replied that they do not have control over that.

186 Mr. Chen asked what happens to the tuition.

187 Mr. Steel replied that it is included on the revenue side. He then gave an example of gross
188 budgeting, per NH RSA 192.

189 Mr. Grondstra asked about the clarification of Special Education students, out-of-district, not
190 being included in the CCP, however, they do have to account for them in the budget. Budget
191 goes up and CCP stays down. Whereas here, the budget goes down and CCP goes up.

192 Mr. Steel replied, yes.

193 He then reviewed the Budget by AFC Category and Enrollment vs. Budget Growth chart.

194 Mr. Manning asked if it makes sense to have a tax rate impact over time chart.

195 Mr. Steel replied, yes. He then explained that the tax assessment is what gets raised in local
196 taxes. He noted that he has been analyzing this since 2012.

197 He finalized his presentation noting that the AFC Committee will begin their work and he will be
198 happy to answer questions.

199 Ms. Taylor asked about the Special Education budget and the number of students.

200 Mr. Steel replied that they can discuss that in Non-Public Session. He added that they are
201 projecting for students and it is challenging. They are conservative with how they budget for
202 Special Ed but do allow for room.

203 Ms. Taylor asked about the Enrollment vs. Budget Growth chart noting that they are uneven
204 scales.

205 Mr. Chen asked if Mr. Steve Frades can come and talk to the board.

- 206 Mr. Steel noted that he would be happy to invite Mr. Frades. He then added that he can possibly
207 do a video with him to explain his thoughts on enrollment projections.
- 208 Ms. Taylor asked for clarification on translated GPA.
- 209 Assistant Superintendent, Ms. Christine Landwehrle, replied that they want to translate the Core
210 Score and as well as the GPA to a format that colleges will understand.
- 211 Ms. Jeanne Ludt, 3 School Street, Amherst NH asked to see a chart of actual vs projected
212 enrollment. She then asked about getting paired for subcommittee assignments.
- 213 Mr. Manning asked for budget questions.
- 214 Mr. Coughlan asked about the budget sheet.
- 215 Mr. Manning added that it should be in their inbox.
- 216 Mr. Martin Goulet, asked about the subcommittee assignments.
- 217 Mr. Manning replied that they will discuss this tonight.
- 218 The Board thanked Superintendent Steel and Ms. Ludt for her comments.
- 219 IX. First Reading Policies- from SAU 09 19 19 Meeting
- 220 Mr. Steel remarked that these have been reviewed at the SAU level and have been approved.
- 221 Ms. Taylor asked Mr. Coughlan how does BDD differ from State Law and why.
- 222 Mr. Coughlan replied that it does not differ from State Law. He then noted that he will look it up.
- 223 Mr. Steel replied that NH 302.02, and some are matching up exactly. He then referenced ED
224 30203
- 225 Mr. Manning asked if they took this from the NHSBA template.
- 226 Ms. Landwehrle noted that they did start with that template. She added that she can bring more
227 information for the Board next month.
- 228 Mr. Torres asked about process for Expulsion for a student carrying a folding knife.
- 229 Mr. Steel noted that this comes from RSA 193: D.
- 230 Mr. Manning asked if the law has changed in regards to non-pupils coming on to school property
231 with a firearm of any type.
- 232 Mr. Steel replied, yes a few years ago.
- 233 Mr. Manning clarified that they cannot remove a citizen from school property with a firearm but
234 can expel a student with a pellet gun.
- 235 Mr. Steel replied, yes.
- 236 Mr. Chen asked if CC has anything to do with JICK and JICD.

- 237 Mr. Steel replied, no. He then explained that this comes from NH State Law.
- 238 Ms. Facey clarified that CC is not responsible for policy that is the school board.
- 239 Mr. Chen asked about policy that is not written here.
- 240 Mr. Manning added that he is thinking that Mr. Chen wants clarification on CC and School
241 Board boundaries.
- 242 Ms. Taylor asked about Policy BEDB, she then asked about the timeframe.
- 243 Mr. Steel replied that it is the current practice.
- 244 Mr. Manning suggested that board members should think of the agenda items that they want to
245 add. He noted that he can discuss that with Superintendent Steel. There is space in the agenda,
246 around Public Input, where they can discuss issues that arise. That is the discretion of the Chair.
- 247 Mr. Chen added that he looks at the agenda packet and some of these things are regular business
248 practice issues.
- 249 Mr. Manning noted that he should go back and review the motions. If there are more consistent
250 things, they should email him. He then noted that they can post things on the Trello Board.
- 251 Mr. Torres asked if any non-pupil or non-staff member can walk up to the school with a firearm.
- 252 Mr. Steel replied, yes. He then noted that they at one point they were required to have Pistol
253 Permits at the local level although is unsure of the age requirement.
- 254 Mr. Torres added that they have no mechanism to verify that.
- 255 Mr. Manning added that they can technically have a student drop out of school from another
256 school district and they cannot disarm them if they have a Pistol Permit.
- 257 Mr. Steel added that is one very important reason why he does not have school on national
258 election days.
- 259 Mr. Manning replied, yes that makes sense.
- 260 Mr. Chen noted that Policy BGA has a typo. He then asked about the laptops that they give to the
261 students.
- 262 Mr. Steel replied that until the moment that they are handed to the students they are still school
263 property.
- 264 Mr. Manning asked for any other questions or comments about the policies.
- 265 There were no further Board comments or questions.
- 266 Superintendent Steel noted that those policies will be added to the consent agenda next month for approval.
- 267 X. Assessment Update
- 268 Ms. Landwehrle noted that she has provided the Board with a memo on NHSAS and OCED
269 PISA results. she will be happy to answer questions.

- 270 Mr. Chen asked if they can identify the top 5% of districts to compare themselves to. He added
271 that their goal is to be measured against the top 5%.
- 272 Mr. Steel replied that they should identify those exemplar districts and consistently measure
273 themselves against those districts.
- 274 Mr. Chen added that it is in their goals.
- 275 Ms. Landwehrle noted that she does use the same towns.
- 276 Mr. Chen noted that they should have a quick discussion on it. He then proposed that they use
277 Bedford, Hollis/ Brookline Exeter, and Hanover.
- 278 Mr. Coughlan asked if they should pick the metric.
- 279 Discussion ensued.
- 280 Mr. Chen mentioned that they should keep it consistent.
- 281 Mr. Manning asked if the Board had questions on the PISA portion.
- 282 Mr. Coughlan remarked that the Science assessment portion is different every few years.
- 283 Ms. Landwehrle replied that they have very strong positive data from the PISA results.
- 284 Mr. Coughlan asked if they have any faith in the organization that runs NHSAS (AIR).
- 285 Ms. Landwehrle explained that AIR is administering and overseeing. It opened up the item bank
286 from moving from Smarter Balanced to NHSAS.
- 287 Mr. Torres commented on the positive test results of the SAT.
- 288 Ms. Landwehrle explained that it is their thinking that students are more invested in the SAT
289 assessment.
- 290 Mr. Chen noted that she is making the claim that the other schools are more motivated.
- 291 Mr. Hagen replied that it does makes a difference when students know that scores are going on
292 the transcripts. He added that the PSAT also contributes to students doing better on the SAT.
293 He knows of schools that give out Chrome Books so students will take assessments seriously.
- 294 Ms. Landwehrle added that they encouraged their students to do well.
- 295 Ms. Taylor added that in 2017-2018 they had a huge middle school math focus.
- 296 The Board thanked Ms. Landwehrle.
- 297 XI. Board Goals Discussion
- 298 Mr. Manning noted that they need to have a discussion on Board Goals. They have been going
299 through strategy stuff and a lot of things that are a priority. He then asked the Board if they
300 commit to goals now or wait until after March.
- 301 Mr. Torres suggested that they wait until after the budget cycle.

302 Mr. Chen added that there were a lot of goals that were in the Strategic Vision and they should
303 be included now.

304 Ms. Facey commented that it makes sense for their board goals to align with the goals in the
305 Strategic Vision.

306 Mr. Steel then reviewed the Key Measures. In the long term, it is percentage of students that
307 meet their plans, 70% of voter support each March, Statewide rankings on high stakes test should
308 be highly competitive balanced with the individual growth of students and last, qualitative
309 measurements by their stakeholders (how do people feel about their school system).

310 Ms. Facey asked for the Superintendent to come back with recommendations about the
311 comparable districts.

312 Mr. Manning asked if they can see that in November.

313 Superintendent Steel replied, yes.

314 Mr. Grondstra asked about dual enrollment.

315 Mr. Steel replied that it is too early in the process.

316 Ms. Taylor asked about the overall goals. She asked how much he can share with the Board
317 before they get rolled out.

318 Mr. Steel replied that is why it is a Strategic Vision. The plan part is the details and the Board
319 needs to be in support.

320 Mr. Grondstra mentioned that the longer term goals could have financial impacts. He wants to
321 make sure that they are taking those proper steps now.

322 Mr. Steel noted that they have 4 major initiatives SAU wide, 1. completing their transition to
323 standards based grading, 2. MTSS, (Multi-Tiered System of Supports) 3. investigating an
324 Anchoring Adult and 4. Student Success Planning piece. None of those have a budgetary impact
325 right now, however, they will when they go from research to next steps.

326 Mr. Chen asked if they can schedule a working session on the budget.

327 Mr. Steel asked the Board if they want to use their November 18th meeting.

328 The Board agreed.

329 Ms. Facey agreed with Superintendent Steel and added that the public is invited.

330 Mr. Manning then read the list of subcommittees:

- 331 • Curriculum- Mr. Manning
- 332 • Special Education- Mr. Coughlan
- 333 • Administration- Mr. Torres
- 334 • Athletics- Mr. Grondstra
- 335 • Technology- Mr. Chen
- 336 • Facilities- Ms. Taylor

- 337 • Food/Transportation- Ms. Facey

338

339 XII. Board Correspondence I of II

340 *Sent from James Manning on Thu 10/17/2019 10:26 PM*

341 *“FYI - Michele checked with our auditors. Although it is not typically done, the board CAN still*
 342 *encumber funds for projects using last years’ funds, in this case \$1.2M. I am going to add a*
 343 *discussion about this at the board meeting this evening barring any major objections.*

344 *Jim”*

345 Board Correspondence II of II

346 *Sent from David Chen on Thu 10/24/2019 11:18 AM*

347 *“In addition to the attached agenda, I would like to hear an update on the School Profile, the*
 348 *analysis done on the Master Schedule, a proposal on how to handle our AP classes, and a*
 349 *forecast of the UFB and projects.*

350 *It has been two board meetings since we voted to have the administration provide an update to*
 351 *the School Profile.*

352 *We are starting the budgeting process and the board was told that an analysis of the Master*
 353 *Schedule would be completed. Missing a presentation on the master schedule would be going*
 354 *into another budget cycle without this analysis.*

355 *The Board asked how we can maintain the list of AP classes in the Program of Studies. Where*
 356 *does this stand and where are we headed? Where does Dual Enrollment stand? What are the*
 357 *tradeoffs between Dual Enrollment and AP classes?*

358 *When will we see the first forecast of the UFB? And, the start of a list of projects that are*
 359 *necessary?*

360 *All of the above requests were done with motions that were passed by the board or previous*
 361 *boards. Can we have at least formal stats reports on these topics as a regular process.”*

362 XIII. Non-Public Session

363 **Mr. Grondstra motioned to enter into Non-Public Session RSA 91 A:3 II (a) at 7:52 PM.**364 **Ms. Facey seconded the motion. The vote was unanimous, motion passed.**

365 **Mr. Manning called a Roll Call: Manning-Yes, Grondstra-Yes, Facey- Yes, Torres- Yes,**
 366 **Taylor- Yes, Coughlan-Yes and Chen- Yes.**

367 **Other persons present during non-public session: None**368 **Description of matters discussed and final decisions made: PPC Compensation**369 **Mr. Torres motioned to leave non-public session and return to public session. Seconded by**370 **Mr. Chen. The vote was unanimous, motion passed.**

Souhegan Cooperative School District Treasurer Report

October-2019

Souhegan Cooperative School District		
Monthly Report of the Treasurer		
as of 10/31/2019		
Cash on hand	10/1/2019	\$2,264,565.34
Deposits		\$1,363,437.31
AP-PR		(\$1,901,737.04)
Balance on hand	10/31/2019	\$1,726,265.61

Capital Checking		
as of 10/31/2019		
Cash on hand	10/1/2019	\$8,094.41
Deposits		\$3.08
AP-PR		
Balance on hand	10/31/2019	\$8,097.49

Field Maintenance Checking		
as of 10/31/2019		
Cash on hand	10/1/2019	\$37,937.47
Deposits		\$0.00
AP-PR		\$0.00
Balance on hand	10/31/2019	\$37,937.47

Filename: 2019-10-SCSD Treasurer Report.xlsx
 Month: 10/1/2019

Souhegan Cooperative School District
 Monthly Reconciliation Report
 Combined Accounts

	Peoples United	Peoples United	Peoples United	
	*1925	*9527	*5661	TOTAL
	Cash Management	Municipal Checking	Municipal Savings	
October-19				
10/31/2019	\$374,469.95	\$68,000.00	\$1,956,404.09	\$2,398,874.04
Outstanding Checks: (subtract)				
a) Accounts Payable		\$(182,605.69)		
b) Payroll		\$(482,165.31)		
c) Payroll Direct Deposit & IRS		\$(7,837.43)		
Total Outstanding		\$(672,608.43)		\$(672,608.43)
Reconciled Book Balance				\$1,726,265.61
Balance from Treasurer's Journal				\$1,726,265.61
				-

**Souhegan Cooperative School District
Treasurer's Cash Journal**

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
10/1/2019	Beginning Balance					\$2,264,565.34
10/1/2019	Town of Amherst	\$1,011,112.00	10/1/2019	Payroll Direct Deposit pp7 v6229	(\$287,653.45)	\$2,988,023.89
10/1/2019	State of NH Project Reimbursement	\$20,692.70	10/1/2019	Payroll Direct Deposit pp7 v6230	(\$48,842.78)	\$2,959,873.81
10/17/2019	State of NH Project Reimbursement	\$8,343.61	10/15/2019	Payroll Direct Deposit pp8 v6234	(\$246,825.17)	\$2,721,392.25
10/24/2019	State of NH Project Reimbursement	\$15,721.58	10/15/2019	Payroll Direct Deposit pp8 v6235	(\$41,575.47)	\$2,695,538.36
10/31/2019	State of NH Project Reimbursement	\$3,101.81	10/16/2019	Payroll Direct Deposit pp6 - resend HSA	(\$39.60)	\$2,698,600.57
10/2/2019	Deposit: ASD,MVSD,SAU39,Tuition,misc	\$33,171.27	10/29/2019	Payroll Direct Deposit pp9 v6239	(\$40,126.29)	\$2,691,645.55
10/16/2019	Deposit: ASD, Mont Vernon, misc	\$254,902.16	10/29/2019	Payroll Direct Deposit pp9 v6240	(\$233,042.89)	\$2,713,504.82
10/23/2019	Deposit: ASD, MVSD, misc	\$797.74	10/3/2019	Payroll IRS pp7 v6232	(\$57,987.07)	\$2,656,315.49
10/30/2019	Deposit: ASD, misc	\$935.27	10/17/2019	Payroll IRS pp8 v6236	(\$47,493.18)	\$2,609,757.58
10/10/2019	DEPOSITED ITEM RETURNED	(\$50.00)	10/31/2019	Payroll IRS pp9 v6242	(\$40,623.10)	\$2,569,084.48
10/10/2019	DEPOSITED ITEM RETURNED	(\$50.00)	10/4/2019	Payroll 457 pp7 v6231	(\$6,342.31)	\$2,562,692.17
10/28/2019	DEPOSITED ITEM RETURNED	(\$50.00)	10/18/2019	Payroll 457 pp8 v6237	(\$5,821.45)	\$2,556,820.72
10/29/2019	DEPOSITED ITEM RETURNED	(\$50.00)	10/31/2019	Payroll 457 pp9 v6241	(\$5,848.54)	\$2,550,922.18
			10/31/2019	Payroll Mass DOR v6224	(\$1,988.89)	\$2,548,933.29
			10/3/2019	Payroll v7 ck3068908-3068924	(\$8,771.26)	\$2,540,162.03
			10/16/2019	Payroll v6 ck3068998-3068998	(\$131.93)	\$2,540,030.10
			10/17/2019	Payroll v8 ck3068999-3069021	(\$16,566.89)	\$2,523,463.21
			10/31/2019	Payroll v9 ck3069099-3069112	(\$6,509.73)	\$2,516,953.48
			10/3/2019	Payroll v6233 ck3068925-3068927	(\$5,287.90)	\$2,511,665.58
			10/17/2019	Payroll v6238 ck3069022-3069023	(\$1,106.50)	\$2,510,559.08
			10/31/2019	Payroll v6243 ck3069113-3069114	(\$1,046.25)	\$2,509,512.83
			10/31/2019	Payroll v6245 ck3069115-3069118	(\$469,785.23)	\$2,039,727.60
			10/16/2019	Payroll Payroll VOID ck3068824	\$131.93	\$2,039,859.53
						\$2,039,859.53
						\$2,039,859.53
10/31/2019	October Credit Card transactions	\$3,352.00	10/10/2019	A/P v1737 ck3068928-3068997	(\$151,092.01)	\$1,892,119.52
10/31/2019	October Food Service	\$9,625.25	10/24/2019	A/P v1738 ck3069024-3069098	(\$177,281.13)	\$1,724,463.64
						\$1,724,463.64
			10/2/2019	Authorize.net credit card fees for Sep	(\$16.70)	\$1,724,446.94
10/31/2019	October Interest - Cash Management	\$138.21	10/3/2019	Vantiv Credit Card fees for Sep MM-303	(\$23.28)	\$1,724,561.87
10/31/2019	October Interest - Municipal Savings	\$1,743.71	10/9/2019	Merchant Services fees for Sep BIPUMFIN	(\$39.97)	\$1,726,265.61
10/31/2019	Ending Balances	\$1,363,437.31			(\$1,901,737.04)	\$1,726,265.61
				Payroll Debits	(\$1,062,221.30)	
				Payroll Checks	(\$511,062.65)	
				AP Checks	(\$328,373.14)	
				Other Debits	(\$79.95)	

SCSD Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SCSD Checking 9527

Num	Date	Payee	C Memo Category	Amount
Expense Categories				
Payroll Ded				
3069113	10/31/2019	COMMONWEALTH OF MASSACHUSETTS	6243 Payroll Ded	(\$100.00)
3069114	10/31/2019	HEALTHTRUST, INC.	6243 Payroll Ded	(\$946.25)
3069115	10/31/2019	HAMPSHIRE HILLS	6245 Payroll Ded	(\$1,263.43)
3069116	10/31/2019	HEALTHTRUST, INC.	6245 Payroll Ded	(\$216,839.01)
3069117	10/31/2019	MONY LIFE INSURANCE COMPANY OF A	6245 Payroll Ded	(\$4,211.65)
3069118	10/31/2019	NEW HAMPSHIRE RETIREMENT SYSTEM	6245 Payroll Ded	(\$247,471.14)
Total Payroll Ded				(\$470,831.48)
Payroll				
3068918	10/3/2019	Withers, Julia E.	7 Payroll	(\$92.35)
3068923	10/3/2019	Tom, Vincent J.	7 Payroll	(\$1,264.14)
3069000	10/17/2019	Casey, Katherine A.	8 Payroll	(\$828.50)
3069009	10/17/2019	Withers, Julia E.	8 Payroll	(\$92.35)
3069011	10/17/2019	Audley, Kylie G.	8 Payroll	(\$1,129.10)
3069012	10/17/2019	Garrity, Jonathan A.	8 Payroll	(\$1,029.37)
3069020	10/17/2019	Tom, Vincent J.	8 Payroll	(\$388.29)
3069099	10/31/2019	Chistolini, Samuel K.	9 Payroll	(\$33.47)
3069100	10/31/2019	Hargreaves, Shannon R	9 Payroll	(\$62.33)
3069101	10/31/2019	Kingery, Serge E.	9 Payroll	(\$323.22)
3069102	10/31/2019	Krawiecki, Andrew W	9 Payroll	(\$138.52)
3069103	10/31/2019	Petrella, Robert A.	9 Payroll	(\$498.30)
3069104	10/31/2019	Skinner, Rafael U.	9 Payroll	(\$92.35)
3069105	10/31/2019	Torres, George	9 Payroll	(\$220.49)
3069106	10/31/2019	Withers, Julia E.	9 Payroll	(\$46.17)
3069107	10/31/2019	Yates, Chiara	9 Payroll	(\$46.17)
3069108	10/31/2019	Conley, Lynda A.	9 Payroll	(\$1,305.27)
3069109	10/31/2019	Mandrioli, John Daniel	9 Payroll	(\$1,270.56)
3069110	10/31/2019	Sullivan, Claire M	9 Payroll	(\$30.14)
3069111	10/31/2019	Tom, Vincent J.	9 Payroll	(\$388.29)
3069112	10/31/2019	Whelan, Sean M	9 Payroll	(\$2,054.45)
Total Payroll				(\$11,333.83)
Expense!				
3068274	6/13/2019	BARLOW, CHERYL	1727 Expense!	(\$58.70)
3068439	6/25/2019	THENIN, MICHEL	1728 Expense!	(\$21.95)
3068647	8/15/2019	EXTREME NETWORKS, INC.	1733 Expense!	(\$1,210.20)
3068762	9/12/2019	Berger, Natalie J.	1735 Expense!	(\$66.77)
3068848	9/26/2019	CLARK, ERNEST A. II	1736 Expense!	(\$130.00)
3068946	10/10/2019	DEENIK, JENNIFER	1737 Expense!	(\$622.32)
3068952	10/10/2019	GARVEY, PAULA	1737 Expense!	(\$187.02)
3068955	10/10/2019	HAGEN, WILLIAM	1737 Expense!	(\$136.03)
3068959	10/10/2019	KUTCHER, NANCY	1737 Expense!	(\$900.00)
3068984	10/10/2019	SWIFT, ANE	1737 Expense!	(\$933.32)
3068991	10/10/2019	TOADSTOOL BOOKSHOP	1737 Expense!	(\$1,058.25)
3069024	10/24/2019	AMAZON	1738 Expense!	(\$2,406.92)
3069025	10/24/2019	AMERICAN SCHOOL	1738 Expense!	(\$190.00)
3069026	10/24/2019	AMHERST EARTH PRODUCTS	1738 Expense!	(\$51.00)
3069027	10/24/2019	AMHERST POLICE DEPT	1738 Expense!	(\$539.00)
3069028	10/24/2019	AMHERST SCHOOL DISTRICT	1738 Expense!	(\$247.48)

SCSD Treasurer's Report
Unreconciled Check Register

3069029	10/24/2019 APPLE COMPUTER, INC.	1738 Expense!	(\$478.00)
3069030	10/24/2019 ASAP FIRE & SAFETY CORPORATION	1738 Expense!	(\$550.00)
3069031	10/24/2019 AT&T MOBILITY LLC	1738 Expense!	(\$55.52)
3069032	10/24/2019 ATLANTIC GOLF & TURF, LLC	1738 Expense!	(\$1,314.00)
3069033	10/24/2019 BARBATO, SARAH	1738 Expense!	(\$43.67)
3069034	10/24/2019 BELLAVANCE BEVERAGE COMPANY, INC	1738 Expense!	(\$856.00)
3069035	10/24/2019 BERNA, THERESA	1738 Expense!	(\$933.32)
3069036	10/24/2019 BERNSTEIN, SHUR, SAWYER & NELSON	1738 Expense!	(\$135.00)
3069037	10/24/2019 BOOTHBY THERAPY SERVICES. LLC	1738 Expense!	(\$1,874.25)
3069038	10/24/2019 BUTLER'S BUS SERVICE, INC.	1738 Expense!	(\$1,780.20)
3069039	10/24/2019 CARING HANDS TRANSPORTATION LLC	1738 Expense!	(\$1,845.30)
3069040	10/24/2019 CARLE, NATHAN	1738 Expense!	(\$933.32)
3069041	10/24/2019 CASTELL, MICHELLE	1738 Expense!	(\$65.00)
3069042	10/24/2019 CENTRAL PAPER PRODUCTS CO.	1738 Expense!	(\$285.96)
3069043	10/24/2019 CHAPPELL TRACTOR SALES, INC.	1738 Expense!	(\$77.42)
3069044	10/24/2019 CIARDELLI FUEL COMPANY, INC.	1738 Expense!	(\$412.02)
3069045	10/24/2019 COCA-COLA BEVERAGES NORTHEAST, I	1738 Expense!	(\$566.65)
3069046	10/24/2019 CONSOLIDATED COMMUNICATIONS, INC	1738 Expense!	(\$37.87)
3069047	10/24/2019 CONWAY TECHNOLOGY GROUP	1738 Expense!	(\$18.49)
3069048	10/24/2019 COTREAU, TIM	1738 Expense!	(\$359.20)
3069049	10/24/2019 CROTCHED MOUNTAIN REHABILITATION	1738 Expense!	(\$24,106.84)
3069050	10/24/2019 DC SLOCOMB COMPANY, LLC	1738 Expense!	(\$1,021.75)
3069051	10/24/2019 DIRECT ENERGY BUSINESS MARKETING	1738 Expense!	(\$348.75)
3069052	10/24/2019 DOUCET, ANTHONY	1738 Expense!	(\$933.32)
3069053	10/24/2019 ELECTRICAL SUPPLY OF MILFORD	1738 Expense!	(\$340.18)
3069054	10/24/2019 EVERSOURCE	1738 Expense!	(\$3,614.96)
3069055	10/24/2019 F.W.WEBB COMPANY	1738 Expense!	(\$135.49)
3069056	10/24/2019 GARVEY, PAULA	1738 Expense!	(\$129.15)
3069057	10/24/2019 GAST, LEE	1738 Expense!	(\$933.32)
3069058	10/24/2019 GLOBAL EQUIPMENT COMPANY, INC	1738 Expense!	(\$68.93)
3069059	10/24/2019 GREENE, MAUREEN	1738 Expense!	(\$900.00)
3069060	10/24/2019 HILLYARD-MANCHESTER	1738 Expense!	(\$581.90)
3069061	10/24/2019 HP HOOD LLC	1738 Expense!	(\$153.66)
3069062	10/24/2019 INSIGHT PUBLIC SECTOR, INC.	1738 Expense!	(\$3,167.22)
3069063	10/24/2019 INTERWORLD HIGHWAY LLC	1738 Expense!	(\$1,717.79)
3069064	10/24/2019 JESSE LEWIS CHOOSE LOVE MOVEMENT	1738 Expense!	(\$200.00)
3069065	10/24/2019 JP PEST SERVICES, INC	1738 Expense!	(\$112.40)
3069066	10/24/2019 LAVALLE BRENSINGER ARCHITECTS	1738 Expense!	(\$1,223.99)
3069067	10/24/2019 LEN, CHRISTINA	1738 Expense!	(\$459.99)
3069068	10/24/2019 LIGHTHOUSE SCHOOL, INC.	1738 Expense!	(\$11,413.38)
3069069	10/24/2019 LOCKITT, ALISON	1738 Expense!	(\$422.50)
3069070	10/24/2019 LOWE'S	1738 Expense!	(\$25.55)
3069071	10/24/2019 MINUTEMAN SECURITY TECHNOLOGIES,	1738 Expense!	(\$8,106.88)
3069072	10/24/2019 MUELLER-NORTHCOTT, JULIANNE	1738 Expense!	(\$933.32)
3069073	10/24/2019 MUSIC & ARTS CENTERS	1738 Expense!	(\$114.62)
3069074	10/24/2019 NATIVE MAINE PRODUCE AND SPECIAL	1738 Expense!	(\$273.16)
3069075	10/24/2019 NEW BOSTON TRUCK & EQUIPMENT, LL	1738 Expense!	(\$487.83)
3069076	10/24/2019 NHASEA	1738 Expense!	(\$530.00)
3069077	10/24/2019 NHTFCA	1738 Expense!	(\$60.00)
3069078	10/24/2019 NIHOA-NH, INC.	1738 Expense!	(\$65.00)
3069079	10/24/2019 NUTTALL, KAREN	1738 Expense!	(\$570.00)
3069080	10/24/2019 ONE SOURCE SECURITY AND AUTOMATI	1738 Expense!	(\$480.00)
3069081	10/24/2019 Paniagua, Kimberly	1738 Expense!	(\$933.32)
3069082	10/24/2019 PAR, INC	1738 Expense!	(\$376.00)
3069083	10/24/2019 Paul, Pamela	1738 Expense!	(\$90.00)
3069084	10/24/2019 PENNICHUCK WATER WORKS, INC.	1738 Expense!	(\$1,137.23)
3069085	10/24/2019 PERFORMANCE FOOD GROUP	1738 Expense!	(\$2,482.01)
3069086	10/24/2019 RIVERSIDE INSIGHTS	1738 Expense!	(\$144.20)
3069087	10/24/2019 SAU#39	1738 Expense!	(\$82,406.00)

SCSD Treasurer's Report
Unreconciled Check Register

3069088	10/24/2019 SCHOOL NEWSPAPERS ONLINE	1738 Expense!	(\$400.00)
3069089	10/24/2019 SERESC	1738 Expense!	(\$841.75)
3069090	10/24/2019 SOULE, LESLIE, KIDDER	1738 Expense!	(\$225.00)
3069091	10/24/2019 STADIUM SYSTEM, INC.	1738 Expense!	(\$36.00)
3069092	10/24/2019 STURGES, JEANNE	1738 Expense!	(\$2,666.00)
3069093	10/24/2019 SURPLUS DISTRIBUTION SECTION	1738 Expense!	(\$7.50)
3069094	10/24/2019 SYNCB/AMAZON	1738 Expense!	(\$1,529.36)
3069095	10/24/2019 THE COUNTY STORE, INC.	1738 Expense!	(\$22.69)
3069096	10/24/2019 TOWN OF AMHERST- DEPT. OF PUBLIC	1738 Expense!	(\$262.14)
3069097	10/24/2019 W.B. MASON CO., INC	1738 Expense!	(\$2,243.08)
3069098	10/24/2019 WADLEIGH, STARR & PETERS, P.L.L.	1738 Expense!	(\$1,791.38)
Total Expense!			(\$182,605.69)
Total Expense Categories			(\$664,771.00)
Grand Total			(\$664,771.00)

Souhegan Cooperative School District
Field Maintenance Checking

**Souhegan Cooperative School District
Field Maintenance Checking (**9145)**

Date	Type	Check #	Description	Credit	Debit	Balance
3/1/2017	Opening Balance					\$-00
1/31/2019	Closing Balance					\$30,311.44
2/28/2019	Closing Balance					\$30,311.44
3/31/2019	Closing Balance					\$30,311.44
4/30/2019	Closing Balance					\$30,311.44
5/31/2019	Closing Balance					\$30,311.44
6/24/2019	Deposit		Amherst Field Use	\$7,626.03		\$37,937.47
6/30/2019	Closing Balance					\$37,937.47
7/31/2019	Closing Balance					\$37,937.47
8/31/2019	Closing Balance					\$37,937.47
9/30/2019	Closing Balance					\$37,937.47
10/31/2019	Closing Balance					\$37,937.47

Souhegan Cooperative School District
Capital Funds Checking

**Souhegan Cooperative School District
Capital Funds Checking**

Date	Type	Check #	Description	Credit	Debit	Balance
FY17	6/30/2017		Closing Balance			\$10,723.41
FY18	6/30/2018		Closing Balance			\$8,040.63
FY19	7/31/2018		interest	\$3.53		\$8,044.16
FY19	7/31/2018		Closing Balance			\$8,044.16
FY19	8/31/2018		interest	\$3.42		\$8,047.58
FY19	8/31/2018		Closing Balance			\$8,047.58
FY19	9/28/2018		Interest	\$3.08		\$8,050.66
FY19	9/30/2018		Closing Balance			\$8,050.66
FY19	10/31/2018		Interest	\$3.64		\$8,054.30
FY19	10/31/2018		Closing Balance			\$8,054.30
FY19	11/5/2018		Deposit	\$8,896.72		\$16,951.02
FY19	11/30/2018		Interest	\$6.36		\$16,957.38
FY19	11/30/2018		Closing Balance			\$16,957.38
FY19	12/3/2018		Transfer out		(\$8,896.72)	\$8,060.66
FY19	12/3/2018		Move previous deposit to Field Acct			\$8,060.66
FY19	12/31/2018		Interest	\$3.67		\$8,064.33
FY19	12/31/2018		Closing Balance			\$8,064.33
FY19	1/31/2019		Interest	\$3.42		\$8,067.75
FY19	1/31/2019		Closing Balance			\$8,067.75
FY19	2/28/2019		Interest	\$3.10		\$8,070.85
FY19	2/28/2019		Closing Balance			\$8,070.85
FY19	3/31/2019		Interest	\$3.21		\$8,074.06
FY19	3/31/2019		Closing Balance			\$8,074.06
FY19	4/30/2019		Interest	\$3.54		\$8,077.60
FY19	4/30/2019		Closing Balance			\$8,077.60
FY19	5/31/2019		Interest	\$3.43		\$8,081.03
FY19	5/31/2019		Closing Balance			\$8,081.03
FY19	6/30/2019		Interest	\$3.10		\$8,084.13
FY19	6/30/2019		Closing Balance			\$8,084.13
FY20	7/31/2019		Interest	\$3.65		\$8,087.78
FY20	7/31/2019		Closing Balance			\$8,087.78
FY20	8/31/2019		Interest	\$3.33		\$8,091.11
FY20	8/31/2019		Closing Balance			\$8,091.11
FY20	8/31/2019		Interest	\$3.30		\$8,094.41
FY20	8/31/2019		Closing Balance			\$8,094.41
FY20	9/30/2019			\$3.08		\$8,097.49
FY20	9/30/2019		Closing Balance			\$8,097.49

DATE	TERMINAL ID	NET PRESENTED	REJECTS	NONSETTLED NET SALES	ADJUSTED NET SALES	FEEES	CHARGEBACKS/ ADJUSTMENTS	NET POSITION	MM-303
10/5/2019	SUMMARY	\$94.00	\$-00	\$-00	\$94.00	\$-00	\$-00	\$94.00	
10/6/2019	SUMMARY	\$282.00	\$-00	\$-00	\$282.00	\$-00	\$-00	\$282.00	
10/8/2019	SUMMARY	\$94.00	\$-00	\$-00	\$94.00	\$-00	\$-00	\$94.00	
10/10/2019	SUMMARY	\$94.00	\$-00	\$-00	\$94.00	\$-00	\$-00	\$94.00	
10/14/2019	SUMMARY	\$470.00	\$-00	\$-00	\$470.00	\$-00	\$-00	\$470.00	
10/20/2019	SUMMARY	\$470.00	\$-00	\$-00	\$470.00	\$-00	\$-00	\$470.00	
10/22/2019	SUMMARY	\$282.00	\$-00	\$-00	\$282.00	\$-00	\$-00	\$282.00	
10/23/2019	SUMMARY	\$470.00	\$-00	\$-00	\$470.00	\$-00	\$-00	\$470.00	
10/28/2019	SUMMARY	\$376.00	\$-00	\$-00	\$376.00	\$-00	\$-00	\$376.00	
10/30/2019	SUMMARY	\$720.00	\$-00	\$-00	\$720.00	\$-00	\$-00	\$720.00	
10/31/2019	SUMMARY	\$94.00	\$-00	\$-00	\$94.00	\$(77.20)	\$-00	\$16.80	In November bank
		\$3,446.00			\$3,446.00			\$3,368.80	
		\$3,352.00							

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

Consent Agenda Item #3

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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JICD – STUDENT DISCIPLINE AND DUE PROCESS

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

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

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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)

AMHERST, MONT VERNON and SOUHEGAN POLICY

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

AMHERST, MONT VERNON and SOUHEGAN POLICY

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 protect 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.

AMHERST, MONT VERNON and SOUHEGAN POLICY

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.

AMHERST, MONT VERNON and SOUHEGAN POLICY

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.

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

AMHERST, MONT VERNON and SOUHEGAN POLICY

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- 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

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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

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

Souhegan High School Extended Field Trip Application

Make no commitment to parents about any trip until the trip has been approved.

Executive Summary

Group traveling and location: Mainly Latin classes traveling to Italy/Greece

Dates (departure and return):April 25-May 4

Days of school missed: 1day, May 4th

Chaperones: Kelli Braley and John Young

Cost: \$3660 per student plus spending money

- 1. Name, address and telephone number of the agency organizing, running and providing services for the planned activity.**

Ef, Educational Tours, One Education St., Cambridge, MA 02141-1883

- 2. Describe the cost and payment schedule and the deadlines for payment.**

\$99 down payment due by Nov 30th, payment plan of \$892/month or full payment can be arranged with Tour company

- 3. State the cancellation and refund policy and procedure. Please make this known to the parents who will refund the activity.**

<https://www.efultimatebreak.com/faq/booking-conditions>

- 4. Provide a detailed itinerary, including information on how to reach each student and chaperones on a daily basis.**

Kelli Cell 1-603-660-0160

Itinerary attached

- 5. State the inclusive dates of the extended field trip and specific departure from school including classes missed.**

April 25, 2020-May 4, 2020. Students will miss the day of school on Monday May 4th.

- 6. Provide the names and trip experience of the chaperones. Please keep in mind that the ratio of 12 students to one (1) chaperone is necessary.**

Kelli Braley has led 6 trips to the area

John Young has chaperoned 4 of these trips with Kelli

7. Clearly state the educational objectives of the trip, please also state your plans for meeting with the parents and students about the trip. If you meet in the high school, it is important to fill out an application for use of school facilities (Form 8) if you are meeting after school.

For students to see the sites that they have studied throughout their Latin careers. This will undoubtedly bring a firmer understanding and appreciation of their learning. Traveling is more than an educational experience—it's an investment in a student's future. Educational tours let travelers connect with their lessons in a whole new way. By discovering amazing sites and cities, their interest is sparked like never before. Students acquire valuable life skills during their experience, and they recognize their abilities to make a positive contribution to the world. Colleges are placing increased emphasis on international experience when it comes to admissions.

8. Specify transportation vendor and plans. (bus, van, airline, etc.)

air and Ground transportation abroad provided by tour company.

9. Verify that the parental permission form and behavioral contract will be used and that the behavioral expectations sheet will be signed by both parent and student.

This will happen at our pre-trip departure meeting.

10. Describe the health/accident Insurance and method for acquiring health information on your students. Give the school nurse the list of students and receive back details about health issues.

The insurance plan is included in the tour, unless the parent opts out at registration. It includes Medical and Accident insurance, baggage and property insurance, tour cancellations and interruption insurance and 24-hour emergency assistance. More details are attached.

11. Indicate any employee liability (Has Verification of Insurance, Form 5 been completed?)

none

12. Read and review student behavioral expectations (Contract) and review the early return of students at parental expense clause.

yes

13. List any remuneration (service/payment/compensation) that you or any member of your family will receive in connection with this trip.

Chaperones travel free with every 6 paying travelers

14. Describe your plans to inform students of their responsibility to complete make-up work that was missed during the trip.

This will be covered in our pre-trip departure meeting when we review the behavioral contract

15. List your experience and background as the trip coordinator, chaperone, etc.

I have coordinated, and chaperoned, day field trips as well as having led 6 overseas tours with this tour company before

16. Describe plans to inform parents/guardians of their responsibilities to assume all costs arising from the need to evacuate (remove) their child for medical or behavioral reasons. List parent meeting dates prior to the trip.

I will include this in their contracts.

17. Approximately how many classes will you and your chaperones miss during this trip?

I will miss one day of classes for this trip, likely to be a white day since it is the first day back from a vacation. John is not a classroom teacher

18. What classes will chaperones miss while gone? For example, if two staff members are chaperoning a trip and missing 4 days each, what classes would they normally be teaching in those four days?

I will miss my Latin 3/4, Latin 2, Latin 1 and introduction to Philosophy classes

19. How do you anticipate those classes will be covered? (Teaching partner, Intern, Learning Specialist, or Substitute)

Substitute

20. To the best of your ability, please describe the curriculum that your students at Souhegan will receive during the time that you will miss.

They will literally be surrounded by Latin language and ancient Roman culture for the entirety of the trip. A Detailed itinerary is attached.

21. Are you or your chaperones approved for any other extended field trips during the school year that this trip is scheduled for? If so, please indicate the total number of days each chaperone is already approved for.

none

22. Please explain how this trip connects to the curriculum of your classes

APPROVED: _____

DATE: _____



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This is also your tour number

GRAND TOUR OF ITALY

10 or 12 days | Venice | Florence | Assisi | Sorrento Region | Rome

In Italy, you can travel through thousands of years of history to witness some of humankind's most transformative moments. Ancient Roman advances in engineering made the Colosseum possible. At the Duomo in Renaissance Florence, the world took its first steps out of the Dark Ages. And Venice's Grand Canal was at the heart of one of the world's great naval powers.

YOUR EXPERIENCE INCLUDES:



Full-time Tour Director



Sightseeing: 5 sightseeing tours led by expert, licensed local guides (8 with extension)



Entrances: Venice Gondola Ride; Doge's Palace; Basilica of St. Francis; Pompeii Roman Ruins; Sistine Chapel; St. Peter's Basilica; Colosseum; Roman Forum; with extension: Catacombs; St. Paul's Outside the Walls; Ostia Antica



weShare: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.



All of the details are covered: Round-trip flights on major carriers; comfortable motorcoach; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

– MELISSA, TRAVELER



Via Twitter



Learn from your Tour Director and expert local guides



Via Instagram



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly overnight to Italy

Day 2: Milan | Venice

- Meet your Tour Director at the airport.
- Travel to Venice, the Floating City crisscrossed with romantic bridges, laced with history, and boasting some of the world's finest art and architecture.

Day 3: Venice

- Ride gondolas down the Grand Canal before stopping in St. Mark's Square. Look for the golden weathervane, which resembles archangel Gabriel, atop the 323-foot Campanile (Bell Tower).
- Visit the pink-and-white Doge's Palace to see where mighty Venetian dukes once ruled.
- Attend a glassblowing demonstration.
- Take an expertly guided tour of Venice.

Day 4: Florence

- Travel to Florence, the birthplace of the Italian language and opera. Florence was the epicenter of the Renaissance movement from the 14th to 16th century, and is the former home of artists like Michelangelo and Botticelli.

Day 5: Florence

- As you stroll through the city on your expertly guided tour, pass by classical statues at the Piazza della Signoria. See the domed cap of the Santa Maria del Fiore Cathedral, better known as the Duomo, which dominates the skyline. Opposite the Duomo, look for the bronzed doors of Ghiberti's *Gates of Paradise* at the Baptistery. Walk across the Ponte Vecchio, a medieval bridge where many of Florence's famed leather and gold artisans keep shop.
- Time to see more of Florence or [visit Pisa](#).

Day 6: Assisi

- Take an expertly guided tour of Assisi.
- Visit the Basilica of St. Francis.

Day 7: Pompeii | Sorrento region

- Take an expertly guided tour of Pompeii.
- Visit the Pompeii Roman Ruins.
- Continue on to the Sorrento region.

Day 8: Sorrento region | Rome

- Time to see more of Sorrento or [visit Capri](#).
- Travel to Rome, a city that integrates its past into the present better than any other.

Day 9: Rome

- Be sure to look out for the colorful uniforms of the Swiss Guard as you explore Vatican City on an expert-led tour. (*Vatican subject to closings on Sundays and holidays.*)
- Marvel at Michelangelo's breathtaking ceiling on your visit to the Sistine Chapel.
- Visit St. Peter's Basilica.
- Take an expertly guided tour of the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat, and the Roman Forum, the former heart of the Roman Empire where Julius Caesar gave many of his great political speeches.
- Take a self-guided walking tour of Rome.

Day 10: Depart for home

☛ 2-DAY TOUR EXTENSION

Day 10: Rome

- Take a guided walking tour of Rome and Trastevere: Theatre of Marcellus; Jewish Ghetto; Tiberino Island; Santa Maria in Trastevere Church.
- Take a guided excursion to the Catacombs and St. Paul's Outside the Walls.

Day 11: Rome

- Take an expertly guided tour of Ostia Antica.
- Enjoy free time in Rome.

Day 12: Depart for home



Venice, Italy! #whitagram #venice #Italy #Italian #water #canal #gondola #ride #amazing #beautiful #tagforlikes #instafamous #toppics #like #travel #EFTours

– CALEB, TRAVELER



Via Instagram

The tour hit all the highlights of Italy! We saw the Vatican, Colosseum and Trevi Fountain in Rome; had a relaxing lunch on the Ponte Vecchio; in Florence! I couldn't have imagined a better trip!

– CYNTHIA, GROUP LEADER



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

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For over 50 years EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

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Educational Tours

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This is also your tour number

GRECIAN ODYSSEY

9 or 12 days | Greece

What is it like to live in a country where classical mythology and ancient history still have a presence in everyday life? In the capital of Athens, namesake of the goddess Athena, walk in the footsteps of ancient Greeks at the Acropolis—and in the footsteps of current residents in the Plaka district. In Delphi, Epidaurus, and Cape Sounion, learn how an old belief in mythological figures still influences medicine, politics, and philosophy.

YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 6 sightseeing tours led by expert, licensed local guides; 1 walking tour
-  **Entrances:** Acropolis; Acropolis Museum; Delphi site; Delphi Museum; Olympia site; Olympia Museum; Epidaurus; Mycenae; Temple of Poseidon
-  **Experiential learning:** Pottery workshop
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; *3-day Greek island cruise with extension (3 cruise excursions included)*; 7 overnight stays in hotels with private bathrooms; *3 nights cabin accommodations with extension*; European breakfast and dinner daily (*3 meals daily during cruise extension*)
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

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@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

– MELISSA, TRAVELER



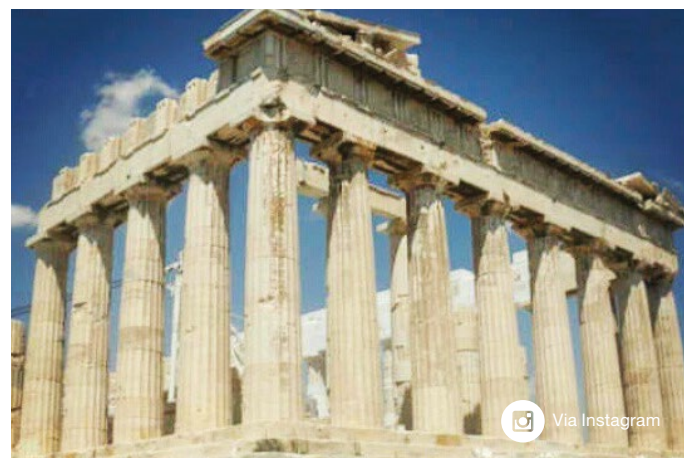
CHECK OUT WHAT A TOUR IS ALL ABOUT

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Your teacher's Tour Website



Learn from your Tour Director and expert local guides



What you'll experience on your tour

Day 1: Fly overnight to Greece

Day 2: Athens

- Meet your Tour Director at the airport in Athens and discover the ancient city named for Athena, goddess of war and wisdom.

Day 3: Athens

- Take an expertly guided tour of Athens: Olympic Stadium.
- Visit the Acropolis to view the Parthenon, perhaps the world's greatest architectural feat. See the Temple of Athena Nike, which once housed a gold statue of the goddess, her wings clipped to prevent her from deserting the city.
- Visit the Acropolis Museum.
- Enjoy a free evening.

Day 4: Athens

- Full day to see more of Athens or
 - enjoy a Saronic Islands cruise: Poros; Hydra; Aegina.

Day 5: Athens | Corinth | Argolida

- Take a guided tour of Cape Sounion.
- Visit the Temple of Poseidon.
- On your way to Argolida, make a photo stop at the Corinth Canal.

Day 6: Epidaurus | Olympia

- Take a guided sightseeing tour of Epidaurus.
- Enjoy a guided sightseeing tour of Mycenae.
- Participate in a pottery-making workshop.
- Continue on to Olympia.

Day 7: Delphi

- Take an expertly guided tour of Olympia.
- Visit the Olympia Museum.
- Continue on to Delphi.

Day 8: Delphi | Athens

- Take an expertly guided tour of Delphi: Temple of Apollo
- Visit the Delphi Museum, where you'll see a variety of artifacts dating back to 550 B.C. and have the chance to learn more about Greece's mythical past.
- Transfer to Athens.
- Enjoy free time or
 - choose to attend a Greek evening.

Day 9: Depart for home

• 3-DAY TOUR EXTENSION

Day 9: Mykonos island

- Enjoy free time to explore the island's Old Town.

Day 10: Samos island | Patmos island

- Included excursion to Samos island features beaches and archaeological sites.
- Enjoy free time to explore Patmos.

Day 11: Crete island | Santorini island

- Included excursion to the Palace of Knossos.
- Included excursion to Oia Village in Santorini.

Day 12: Depart for home



One of my favourite days in Greece! Mycenae up in the mountains, followed by lunch off the mountain afterwards, and to our hotel in Athens by the evening #Greece #Mycenae #salad #sunny #beautiful #eftours

– GINA, TRAVELER



Via Instagram

Just returned from a tour in Greece. Could not have chosen better tour guides if I had hand-picked them myself. Iris was GREAT! All the guides were extremely knowledgeable and informative. Not to mention the care that they took to ensure our safety and satisfaction! Great Job EF! Thank you again Iris, for an unforgettable trip of a lifetime!

– SUE, TRAVELER



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Street
Cambridge, MA 02141

Our child came home a citizen of a global community with a greater understanding of their part in the world. Now, they understand that there is so much more out there than our everyday

—CHARLOTTE, DAUGHTER TRAVELED JUNE 2015

“ Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices, guaranteed** so more students can travel.
- **We're fully accredited, just like your school,** so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



(current policy application 11/07/19)

Souhegan High School Extended Field Trip Application

Make no commitment to parents about any trip until the trip has been approved.

Executive Summary

Group traveling and location: Souhegan Outing Club to Joshua Tree National Park, CA

Dates (departure and return):4/26/20 – 5/2/20

Days of school missed: 0

Chaperones: John Dowd

Cost: 975.00

1. Name, address and telephone number of the agency organizing, running and providing services for the planned activity.

Souhegan Outing Club

2. Describe the cost and payment schedule and the deadlines for payment.

Total cost \$975 - \$50 Deposit remaining balance paid in three equal payments 12/15/19, 1/15/20, 3/15/20)

3. State the cancellation and refund policy and procedure. Please make this known to the parents who will refund the activity.

The cancellation policy will be: After the first payment \$50 is NON-REFUNDABLE.

After the final payment \$450 is NON-REFUNDABLE.

4. Provide a detailed itinerary, including information on how to reach each student and chaperones on a daily basis.

See attached Operating Plan

5. State the inclusive dates of the extended field trip and specific departure from school including classes missed.

Departure: 4/26/20

Return: 5/2/20

No school days missed. See attached parent letter for specific dates and flight information.

6. Provide the names and trip experience of the chaperones. Please keep in mind that the ratio of 12 students to one (1) chaperone is necessary.

John Dowd – See attached letter for specific trip leadership experience information.

7. Clearly state the educational objectives of the trip. Please also state your plans for meeting with the parents and students about the trip. If you meet in the high school, it is important to fill out an application for use of school facilities (Form 8) if you are meeting after school.

See Parent Letter.

0. Specify transportation vendor and plans (bus, van, airline, etc.)

Southwest Airlines and airport van rental.

1. Verify that the parental permission form and behavioral contract will be used and that the behavioral expectations sheet will be signed by both parent and student.

All forms will be turned in to the administration before trip takes place.

2. Describe the health/accident insurance and method for acquiring health information on your students. Give the school nurse the list of students and receive back details about health issues.

All Souhegan High School permission slips, medical forms, and behavioral contracts will be utilized.

3. Indicate any employee liability (Has Verification of Insurance, Form 5 been

completed?). As in the past a primex rider will be acquired.

4. Read and review student behavioral expectations (Contract) and review the early return of students at parental expense clause.

See Parent Letter attached.

5. List any remuneration (service / payment / compensation) that you or any member of your family will receive in connection with this trip.

No remunerations.

14. Describe your plans to inform students of their responsibility to complete make-up work that was missed during the trip.

All Souhegan High School permission slips, medical forms, and behavioral contracts will be utilized.

15. List your experience and background as the trip coordinator, chaperone,

etc. See Parent Letter attached.

- 16. Describe** plans to inform parents/guardians of their responsibilities to assume all costs arising **from the** need to evacuate (remove) their **child for medical or behavioral reasons**. List parent meeting dates prior to the trip.

See Parent Letter and Emergency Preparedness Plan attached.

Addendum to the Extended Field Trip Policy

Reminder: No advertising of the trip should occur before approval.

How many days of school will you and your chaperones miss during this

trip? No days.

Approximately how many classes will you and your chaperones miss during this trip? No

classes.

What classes will chaperones miss while gone? For example if two staff members are chaperoning a trip and missing 4 days each, what classes would they normally be teaching in those four days?

N/A

How do you anticipate those classes will be covered? (Teaching partner, intern, learning specialist, or substitute)

N/A

To the best of your ability please describe the curriculum that your students at Souhegan will receive during the time that you will miss.

N/A

Are you or your chaperones approved for any other extended field trips during the school year that this trip is scheduled for? If so please indicate the total number of days each chaperone is already approved for.

No.

Please explain how this trip connects to the curriculum of your classes.

N/A

APPROVED:

DATE:

Joshua Tree Operating Plan

Camping – Sheep Pass Site #6

4/26–5/1

Top Rope Climbing

4/27 – 4/30

Atlantis Wall

Thin Wall

Castle Rock

Headstone Rock

Hall of Horrors

Hiking-Ryan Mt.

5/1

All leaders have Wilderness first aid training with the highest present certification being Wilderness First Responder.

The group will travel with 2 first aid kits, both containing copies of participant's medical forms.

During each activity, the group van will be at the trailhead, often within sight with keys stashed under body in designated spot on the frame. All evacuation procedures involve traveling from the trailhead to the Loop Rd, to the West Entrance, East on Rt.62, to the High Desert Health Clinic in Joshua Tree at 6601 White Feather Rd.

If help is deemed necessary, we will establish cell phone capability and call 911 or 909- 383-5651

Our emergency contact person back in New Hampshire is Kelly Driscoll, Dean of Students at 603-673-9940 x5310, Cell 603-784-8405

Dowd, group leader cell# 774 270-4203

December, 6th,2019

Dear Parent,

As the leader of your child's upcoming Wintercession climbing trip, I am writing to tell you about our trip preparations. This will be my 27th climbing trip as leader with Souhegan students to the Southwest. My previous experience with Souhegan, and the Hurricane Island Outward Bound School, includes extensive expeditions, both on foot and by paddle; all seasons, through varied terrain and conditions. My training includes a degree in Outdoor Leadership, plus Wilderness First Aid, and High Angle Rescue.

This trip is likely to be physically, emotionally, and mentally challenging for your child. Safety is our top priority. Students will be directed to conduct themselves in a safe manner, and adult leaders will take every precaution to ensure the group's safety. Still accidents can occur, and people can get hurt. It is important that you and your child realize this and that safety is their top priority as well.

As a Souhegan High School trip participant, students are expected to conduct themselves as representatives of Souhegan wherever they find themselves, be it airport terminal, desert campground or restaurant salad bar.

Inappropriate behavior that would result in immediate removal from the expedition includes:

- Driving of any vehicle
- Bringing or consuming any drugs or alcohol (prescription drugs will be carried and administered by staff)
- Sexual relations
- Reckless behavior that would endanger oneself or another group member

Any student endangering themselves or others will be dismissed from the trip. They will be required to return home accompanied by a parent.

Students are asked to bring some spending money to cover the cost of incidentals and any meals purchased on the road.

We will depart from SHS **Sun. 4/26 at 4:30 A.M.** Parent volunteer drivers will be needed to transport students and gear between SHS and Manchester Airport, both the morning of 4/26 and the evening of 5/2.

To reach us in case of emergency, Joshua Tree 909-383-5652, 702-382-6001

We will be at Sheep Pass site # 6, 4/26 - 5/1.

Our flight itinerary: Sun. 4/26/20 SWA FL. #2484 Depart 6:15 AM MHT Arrive 7:50 MDW SWA FL.2150 Depart 9:15 AM Arrive 11:40 LAS Sat. 5/2/20 SWA FL. 1900 Depart 4:10 PM Las Arrive 9:35PM MDW SWA FL 283 Depart 10:35PM Arrive 1:35 AM MHT

A pretrip meeting will be held **Wednesday, April 15th. 6:00-7:30** in rm.116. All Joshua Tree group members are expected to attend with at least one parent. A slide show will be followed by a question and answer session. Tent assignments will be determined and airport shuttle responsibilities will be divided among the adults.

Please feel free to contact me with any questions at jdowd@sprise.com or 774-270-4203

Sincerely, John Dowd

Joshua Tree Emergency Preparedness Plan

From each site visited the group van will act as the evacuation vehicle should the need arise.

The High Desert Health Clinic, #72724
29 Palms Highway, Twentynine Palms, CA
92277-2459 , (760) 367-5906

If assistance is required beyond the capabilities of the group resources, emergency dispatch will be notified at 909 – 383 – 5651

If a group member should become incapacitated, and a litter is required, evacuation to a group or emergency aid vehicle will be administered utilizing a stokes litter provided by emergency response or, if time is of the essence, a constructed rope litter.

Our first aid response to snakebite would be to apply a pressure immobilization bandage with pressure to the entire length of the bitten extremity, followed by evacuation.

Consent Agenda Item #6

IICA Form 7

(current policy application 11/07/19)

Souhegan High School Extended Field Trip Application

Make no commitment to parents about any trip until the trip has been approved.

Executive Summary

Group traveling and location: Souhegan High School to Bermuda

Dates (departure and return): June 14- June 20 2020

Days of school missed: None

Chaperones: Jenny Deenik and Julianne Mueller Northcott

Cost: \$1900 per student

1. Name, address and telephone number of the agency organizing, running and providing services for the planned activity.

Bermuda Institute of Ocean Sciences 17 Biological Station, St. George's GE01 Bermuda 441-297-1880

2. Describe the cost and payment schedule and the deadlines for payment.

Total cost is \$1900 per student with four installments between December and June

3. State the cancellation and refund policy and procedure. Please make this known to the parents who will refund the activity.

Airline tickets per policy of travel agency Aristotravel

4. Provide a detailed itinerary, including information on how to reach each student and chaperones on a daily basis.

Please see attached

5. State the inclusive dates of the extended field trip and specific departure from school including classes missed.

June 14-20 No school days affected.

6. Provide the names and trip experience of the chaperones. Please keep in mind that the ratio of 12 students to one (1) chaperone is necessary.

Both Julianne and Jenny have been Wintercession leaders for ten years or more and have extensive experience leading overnight experiences with high school students.

7. Clearly state the educational objectives of the trip, please also state your plans for meeting with the parents and students about the trip. If you meet in the high school, it is important to fill out an application for use of school facilities (Form 8) if you are meeting after school.

Please see attached word document.

We will hold an informational meeting at the high school in January for parents and students.

8. Specify transportation vendor and plans. (bus, van, airline, etc.)

Boston Express, Delta Airlines, BIOS bus public bus in Bermuda

9. Verify that the parental permission form and behavioral contract will be used and that the behavioral expectations sheet will be signed by both parent and student.

Acknowledged

10. Describe the health/accident Insurance and method for acquiring health information on your students. Give the school nurse the list of students and receive back details about health issues.

Students will fill out the SHS health and insurance form for field trips

11. Indicate any employee liability (Has Verification of Insurance, Form 5 been completed?)

Neither chaperone will be driving a vehicle on this field trip

12. Read and review student behavioral expectations (Contract) and review the early return of students at parental expense clause.

Acknowledged

13. List any remuneration (service/payment/compensation) that you or any member of your family will receive in connection with this trip.

None

14. Describe your plans to inform students of their responsibility to complete make-up work that was missed during the trip.

NA

15. List your experience and background as the trip coordinator, chaperone, etc.

In June of 2019 I participated in the Marine Educator Training Workshop at BIOS and I have been a wintercession leader for 18 years.

16. Describe plans to inform parents/guardians of their responsibilities to assume all costs arising from the need to evacuate (remove) their child for medical or behavioral reasons. List parent meeting dates prior to the trip.

This will be communicated to parents at the January informational meeting and again in May for the final parent meeting.

17. Approximately how many classes will you and your chaperones miss during this trip?

None

18. What classes will chaperones miss while gone? For example, if two staff members are chaperoning a trip and missing 4 days each, what classes would they normally be teaching in those four days?

None

19. How do you anticipate those classes will be covered? (Teaching partner, Intern, Learning Specialist, or Substitute)

NA

20. To the best of your ability, please describe the curriculum that your students at Souhegan will receive during the time that you will miss.

NA

21. Are you or your chaperones approved for any other extended field trips during the school year that this trip is scheduled for? If so, please indicate the total number of days each chaperone is already approved for.

no

22. Please explain how this trip connects to the curriculum of your classes

Please see attached word document

APPROVED: _____

DATE: _____

HIGH SCHOOL FIELD STUDY PROPOSAL
BERMUDA INSTITUTE OF OCEAN SCIENCE (BIOS)

I. Trip Details

Trip Leader: Jenny Deenik

Additional Chaperones: 1 - Julianne Mueller Northcott

Maximum Enrollment: 12

Anticipated Cost: \$1900 per student (includes airfare and bus fare to and from Logan airport)

Dates: June 14-20, 2020

II. Trip Purpose:

Students enrolled in advanced science classes are expected to develop an understanding of scientific research and the real-world applications of biology, chemistry, physics, and engineering. The proposed field trip to the Bermuda Institute of Ocean Science would give sophomores and juniors an opportunity to practice field-based research techniques in marine science while living, working, and studying on an active international research station alongside scientists, interns, and college students.

All topics studied during the trip will complement the course competencies and NGSS scientific practices in Environmental Science, Marine Biology, Engineering and the HEAT seminar and *may afford ELO opportunities for students* involved in the experience.

This trip would serve to (1) expose students to oceanographic and ecological research being conducted by US and international scientists, (2) provide an opportunity to learn and practice field research techniques in marine science, (3) *provide ELO opportunity*, and (4) offer a cultural experience by touring historical sites of Bermuda and UNESCO world heritage sites and interacting with Bermudian citizens.

III. Course Objectives

During this field course, students will

- a. Gain exposure to current research being conducted at BIOS
- b. Interact with scientists and interns through lectures, labs, and conversation while living at the station
- c. Practice field techniques in the following areas
 - i. Fish identification
 - ii. Coral identification
 - iii. Land-based and reef-based transects
 - iv. Quadrats (in the field and using computer software)
 - v. Water quality analysis
 - vi. Beach profiling
 - vii. Plankton sampling and identification
 - viii. Microplastic sampling and analysis
- d. Collect data throughout the trip on one of the areas listed above and present their findings to the group at BIOS on last day
- e. For juniors, it could give rise to a senior project EQ and applied piece with access to an outside expert
- f. *ELO opportunity*

- g. Improve their comfort and confidence in the water while snorkeling and collecting data
- h. Expand their understanding of topics related to oceanography and marine ecology

IV. **Trip Description:**

The Bermuda Institute of Ocean Science (BIOS) field study trip is focused on field research techniques in marine science. During the first half of the trip, students will have the chance to learn and practice methods for studying the ecology of coral reefs and coastal ecosystems and will use the second half of the trip to collect data for an independent study. Throughout the trip, students will attend lectures and labs led by both BIOS scientists and SHS teachers, which give them a deeper look at topics covered during the school year. Students will also have the chance to explore the island through snorkeling, hiking, habitat restoration work, and cave exploration.

Trip attendance will require long days of field work. The weather in Bermuda in June has temperatures averaging 75-85° F and water temperatures in mid-70s. Students must be able to hike at least 2 miles with a backpack, must be able to swim comfortably with a mask and snorkel, and be comfortable on a boat.

Successful completion of the trip will require daily blog postings and the submission of a research summary prior to departing Bermuda.

V. **Application for Attendance**

All current sophomore and junior (2019-20) students enrolled in science courses are eligible to attend.

An application to attend the trip must be submitted and includes

1. A one-page written statement explaining the student's interest in attending the trip and planned area of study during the trip
2. A signed physical which states the student is in good health and able to meet the physical demands of the trip
3. Signed approval by the student's parent or guardian
4. Photocopy of a current passport (passport cards are NOT permitted for entry to Bermuda)
5. A signed approval form from the Dean of Students

Prior to the trip, all students and a parent or guardian will be required to attend an information session reviewing the expectations and policies of the trip.

VI. **BIOS Facility**

BIOS is an independent US non-profit scientific research and educational organization based in Bermuda. It has been in operation since 1903 and enjoys a positive relationship with the surrounding community. BIOS is located on the northern end of Bermuda, about 5 minutes from the airport and urgent care clinic and 30 minutes from the hospital.

Accommodations

Students will stay in dorms located at the station. All dorms house 2 students and contain a private or shared bathroom. Dorms are located on the water, but do not have air conditioning. Linens are provided. The dormitory building is set away from the main

road and separate from all college intern and scientist housing. Lead chaperone is provided with a suite, which contains a small kitchen and refrigerator for student medication or special food requirements. Coin laundry is also available.

Meals

All meals are included in the student room and board fee of \$175/day. The station is able to accommodate most dietary restrictions and needs with advance notice. Students dine on the station with all residential staff and visiting scientists.

Internet

All members of the trip have access to the station's WiFi and may connect their devices.

VII. **Preliminary Schedule:**

This schedule is tentative and subject to change based on boat/instructor availability. A final schedule will be produced once approval is obtained.

Sunday June 14th

10:00 AM Depart NH exit 8 bus to logan
2:37 PM Depart on Jet Blue
4:30 PM BIOS Arrival
5:00 PM Orientation, tour of BIOS
5:30 PM Unpack
6:00 PM DINNER
7:00 PM Introduction to Bermuda and introduction to Independent Research project:
Threats to species or ecosystems of Bermuda
10:00 PM LIGHTS OUT

Monday June 15th

8:00 AM BREAKFAST
9:00 AM Walk to Whalebone Bay, practice snorkel
12:00 PM LUNCH
1:00 PM Bus to Coopers Island (Microplastics, Restoration work, Snorkel)
4:40 AM Sort and Weigh Plastics
6:00 PM DINNER
7:00 PM Plankton and Climate Change, Lecture
7:30 PM Boat to collect plankton and then lab
10:00 PM LIGHTS OUT

Tuesday June 16th

8:00 AM BREAKFAST
9:00 AM Nonsuch Island Tour and snorkel
12:00 PM LUNCH
1:00 PM Walsingham National Park (hike and swim to explore the mangrove habitats and cave systems)
6:00 PM DINNER
7:00 PM Coral and Fish Identification for snorkel tomorrow, blog post and project planning
10:00 PM LIGHTS OUT

Wednesday June 17th

8:00 AM BREAKFAST

9:00 AM Offshore reef snorkel trip (data collection-reef fish and bleaching incidence)Rovig
Diver
12:00 PM LUNCH
1:00 PM Data input (on laptops)
6:00 PM DINNER
7:00 PM Gliders Lecture- focus on hurricanes
8:00 PM Project work time, Journaling/blogging
11:00 PM LIGHTS OUT

Thursday June 18th

8:00 PM BREAKFAST
9:00 AM Public bus to Aquarium and Zoo

10:00 AM Lecture at Aquarium on effects of pollution on Bermuda's species
12 NOON Packed Lunch
1:00 PM Public bus to St. Georges - Tobacco Bay Beach. Snorkeling and data collection
4:30 PM Bus back To BIOS Ship tour of Atlantic Explorer if in Dock
6:00 PM DINNER
7:00 PM Project Work
11:00 PM LIGHTS OUT

Friday June 19th

8:00 AM BREAKFAST
9:00 AM Work on final presentations
12:00 PM Lunch at BIOS
1:00 PM Presentations on threats to species or ecosystems of Bermuda
6:00 PM Dinner
7:00 PM Whalebone Bay Night Snorkel
11:00 PM LIGHTS OUT

Saturday June 20th

6:00 AM BREAKFAST
6:30 AM Depart for airport

VIII. Trip Costs

The attached Excel spreadsheet includes the breakdown of all costs for the trip. Each program has a set fee which is divided equally among all participants. Program costs are listed below.

- Boat trips (with captain and deckhand)- \$550
- Nonsuch Island (boat transportation and guide)- \$778
- Cooper's Island Restoration Project and guide- \$383
- BIOS Bus Transportation- \$155/ hour (or nearby pickup/dropoff)
- Walsingham Caves Guide- \$228
- Guest Lectures- \$400
- Public Bus tickets- Approximately \$2.50/ person one way(3 trips)

IX. Additional Costs For Students

- Approximately \$100 in cash to cover one meal at airport and any gifts or souvenirs they would like to bring home. Shopping time will be very limited as this is primarily a field research course.
- If students would like to do laundry during the trip, they are advised to bring approximately \$5 in quarters.
- \$15 for snorkel gear rental (if not bringing their own)

For Trip Leader

- \$100 for cabs to/from the airport
- \$10/day for Verizon Travel Pass. As much of our work will be done in remote areas on the island, having access to cell phone data is essential to ensure communication with BIOS staff and local emergency agencies.

All housing, meals, WiFi, and lab space/equipment rental is covered by the \$175/day fee.

X. Emergency Contacts

In the event of an emergency, contact 911 followed by the BIOS emergency line (Phone: 441-300-1880) which is operated 24/7.

Robertson’s Pharmacy and Doctor’s Office

24 York St, St.George’s, Bermuda
 6 minute drive from BIOS
 Open 8am-7pm
 Phone: +1 441-297-1828

Lamb Foggo Urgent Care Centre (Treatment of minor injuries)

St. David’s Island, Bermuda
 6 minute drive from BIOS
 Open 4pm-12am (M-F), 12pm-12am (Sat-Sun)
 Phone: +1 441-298-7700

Mid Atlantic Wellness Institute

44 Devon Springs Road, Devonshire FL 01, Bermuda
 25 minute drive from BIOS
 Phone: 441 236-3770

Edward VII Memorial Hospital

30 minute drive from BIOS
 7 Point Finger Rd, Paget DV 04, Bermuda
 Phone: +1 441-236-2345

XI. Parent information/communication

There will be an informational meeting held at school for parents and students to communicate all important field experience details:

- a. costs
- b. transportation
- c. itinerary
- d. accommodations and meals
- e. curricular expectations

- f. safety and well being
- g. behavior contract

TENTATIVE SCHEDULE (2020)				
Day	Time	Activity	Transport	Staff Help
Sunday	6:30 AM	Depart NH - Boston Express Exit 8		
14-Jun	10:20 AM	Depart on Delta flight		
	4:30 PM	BIOS Arrival		
	5:00 PM	Orientation, tour of BIOS		
	5:30 PM	Unpack		
	6:00 PM	DINNER		
	7:00 PM	Intoduction to Bermuda and Independent research project		Free
	10:00 PM	LIGHTS OUT		

Monday	8:00 AM	BREAKFAST		
15-Jun	9:00 AM	Walk to Whalebone Bay, practice snorkel		
	12:00 PM	LUNCH		
	1:00 PM	Bus to Coopers Island (Microplastics, Restoration work, Snorkel)	BUS	Guide
	4:40 AM	Sort and Weigh Plastics		
	6:00 PM	DINNER		
	7:00 PM	Plankton and Climate Change, Lecture, Tow and Lab		Guide
	7:30 PM	Boat to collect plankton	BOAT	
	10:00 PM	LIGHTS OUT		

Tuesday	8:00 AM	BREAKFAST		
16-Jun	9:00 AM	Nonsuch Island Tour and snorkel	BOAT	Guide
	12:00 AM	LUNCH		
	1:00 PM	Walsingham National Park (hike and swim to explore the mangrove habitat	Bus	Guide
	6:00 PM	DINNER		
	7:00 PM	Coral and Fish Identification for snorkel tomorrow		Lecture
	10:00 PM	LIGHTS OUT		

Wednesday	8:00 AM	BREAKFAST		
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17-Jun	9:00 AM	Offshore reef snorkel trip (data collection-reef fish and bleaching incidence)	BOAT	Guide
	12:00 PM	LUNCH		
	1:00 PM	Data input (on laptops if brniging)		
	6:00 PM	DINNER		
	7:00 PM	Gliders Lecture- focus on hurricanes		Lecture
	8:00 PM	Project Work time, Journaling/blogging		
	11:00 PM	LIGHTS OUT		

Thursday	8:00 PM	BREAKFAST		
18-Jun	9:00 AM	Public bus to Aquarium and Zoo		
	10:00 AM	Lecture at Aquarium on effects of pollution on Bermuda's species		Lecture
	12 NOON	Packed Lunch		
	1:00 PM	Public bus to St. Georges and snorkel/data collection at Tobacco Bay		
	4:30 AM	Public bus back to BIOS and Ship tour of Atlantic Explorer if in Dock		
	6:00 PM	DINNER		
	7:00 PM	Project Work		
	11:00 PM	LIGHTS OUT		

Friday	8:00 AM	BREAKFAST		
19-Jun	9:00 AM	Work on final presentations		
	12:00 PM	Lunch at BIOS		
	1:00 PM	Presentations on threats to species or ecosystems of Bermuda		
	6:00 PM	Dinner		
	7:00 PM	Whalebone Bay Night Snorkel		Guide
	11:00 PM	LIGHTS OUT		

Saturday	6:00 AM	BREAKFAST and Pack Lunch		
20-Jun	6:30AM	Depart BIOS for airport		

Total

12 Students @175.00/ night for 5 nights

1 Chaperones @ 175.00/night for 5 nights

1 Chaperone @ 87.50/ night for 5 nights

Bus Tickets

Aquarium fees \$5/student, \$10/chaperone

TOTAL COST (12 students, 2 chaperones, 5 nights)

Total cost per student including airfare and boston express tickets

Costs
\$ 400.00
\$400
First Year

\$ 383.00
\$ 228.00
\$ 285.00

\$ 778.00
\$ 383.00
\$ 200.00

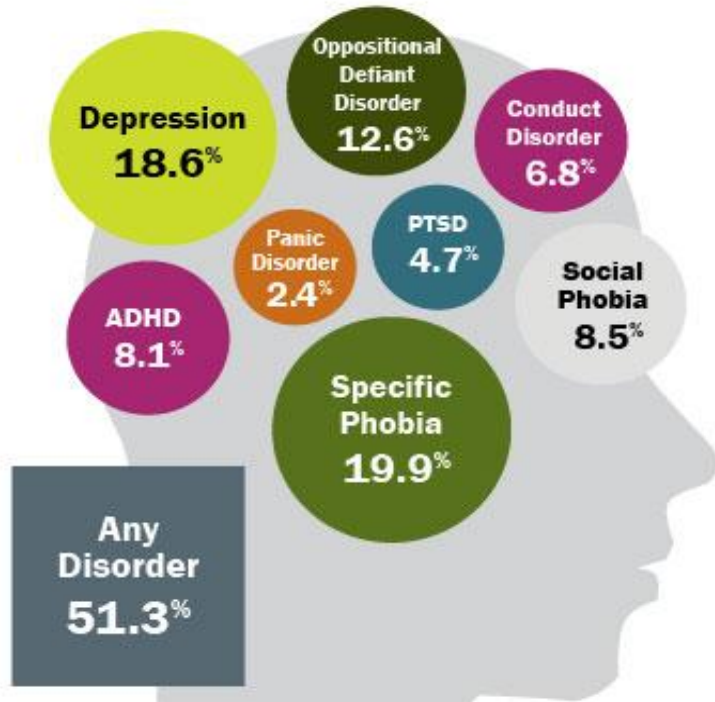
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\$ 778.00
\$ 200.00

\$ 200.00
\$228.00

\$ 4,463.00
\$10,500.00
\$875.00
\$437.50
\$120.00
\$80.00
\$ 16,475.50
\$ 1,372.96

Prevalence of Behavioral and Mental
Health Diagnoses up to Age 18



Murphey D, Stratford B, Gooze R, et al. Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People. Princeton, NJ: Robert Wood Johnson Foundation; 2014. Available at: www.rwjf.org/en/library/research/2014/07/are-the-children-well.html

Mental Health Epidemic

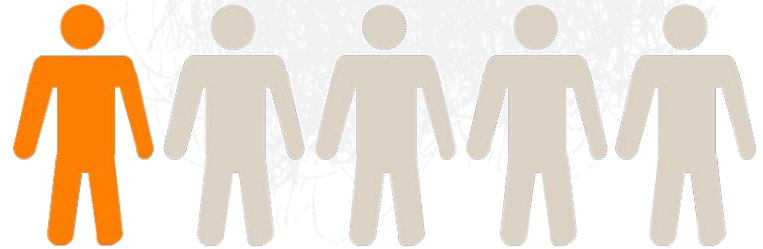
National Prevalence Diagnosable Mental, Emotional, or Behavioral Disorders

1 in 6 children aged 2 to 8 years



1 in 5 children aged 3 to 17 years

CHILDREN

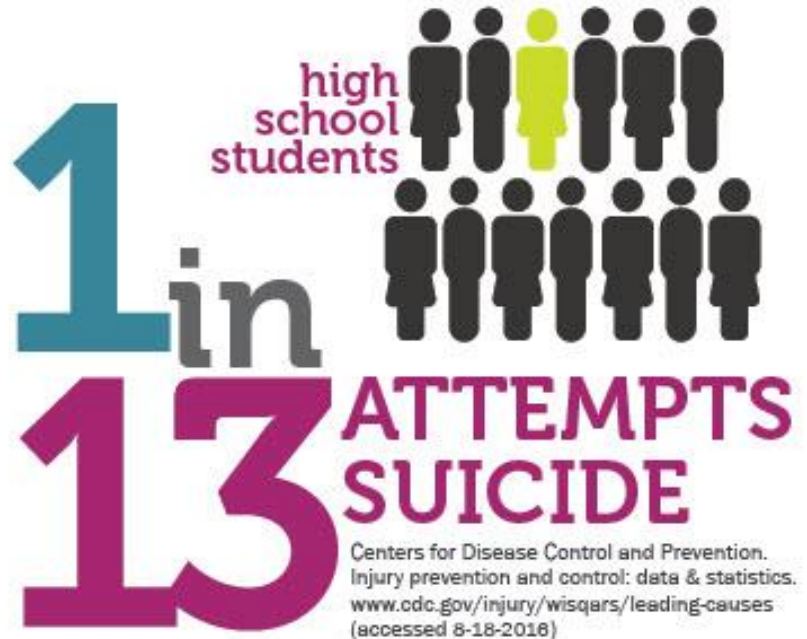


AN ESTIMATED 15 MILLION CHILDREN
- ABOUT 1 IN 5 -
HAVE A MENTAL DISORDER

CHILDHOOD DISABILITY 2001-2011



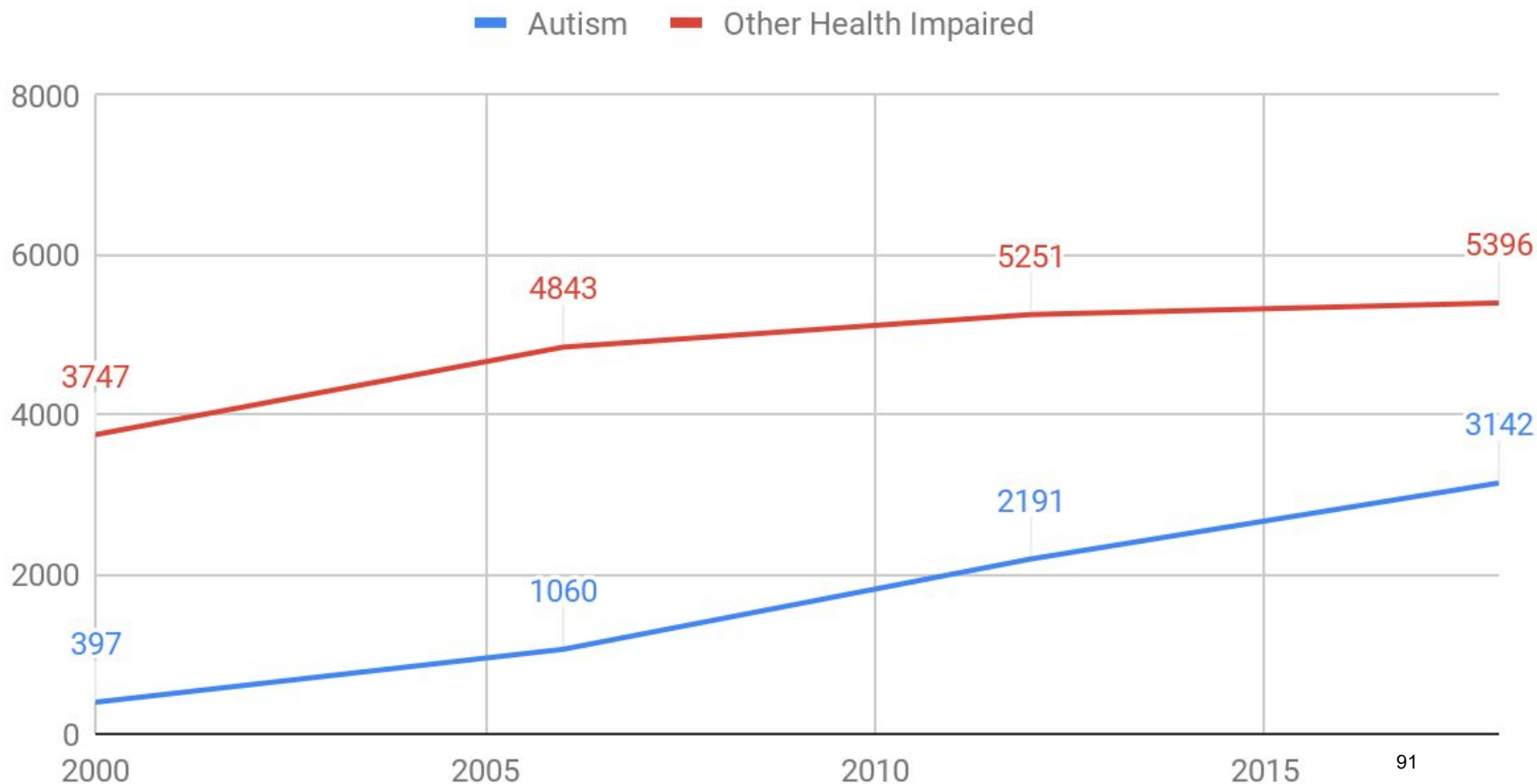
Houtrow AJ, Larson K, Olson LM, Newacheck PW, Neal Halfon N.
Changing trends of childhood disability, 2001-2011.
Pediatrics 2014;134:530-538



* American Board of Pediatrics

“The rate of major depression among young adults, ages 18 to 25, rose 63% between 2009 and 2017, according to a national study published earlier this year in the Journal of Abnormal Psychology” (Schoenberg, 2019).

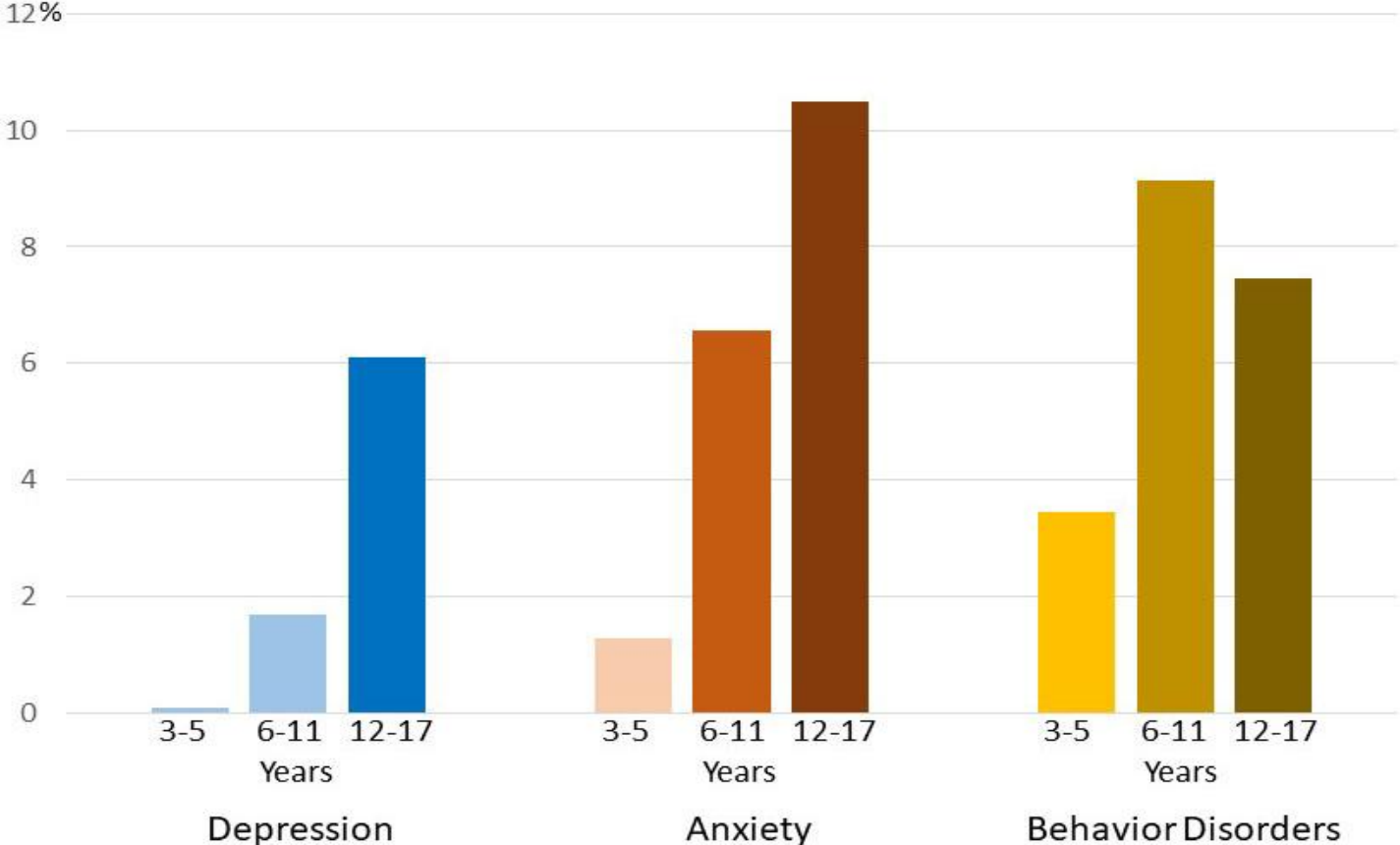
NH Trend in Disability Areas of Autism & Other Health Impaired



National Statistics from National Institute of Mental Health

- "Child and adolescent mental health disorders are the most common illnesses that children will experience under the age of 18
- Suicide is the second leading cause of death in young people ages 10-24
- The number of children and teens visiting the ER for suicidal thoughts and attempted suicide has doubled since 2007
- Only 20 percent of these children are ever diagnosed and receive treatment, which leaves the other 80 percent — (or about 12 million) who aren't receiving treatment

Depression, Anxiety, Behavior Disorders, by Age



NH Psychiatrists

**There are fewer than 17
child and adolescent
psychiatrists in the US per
100,000 children**

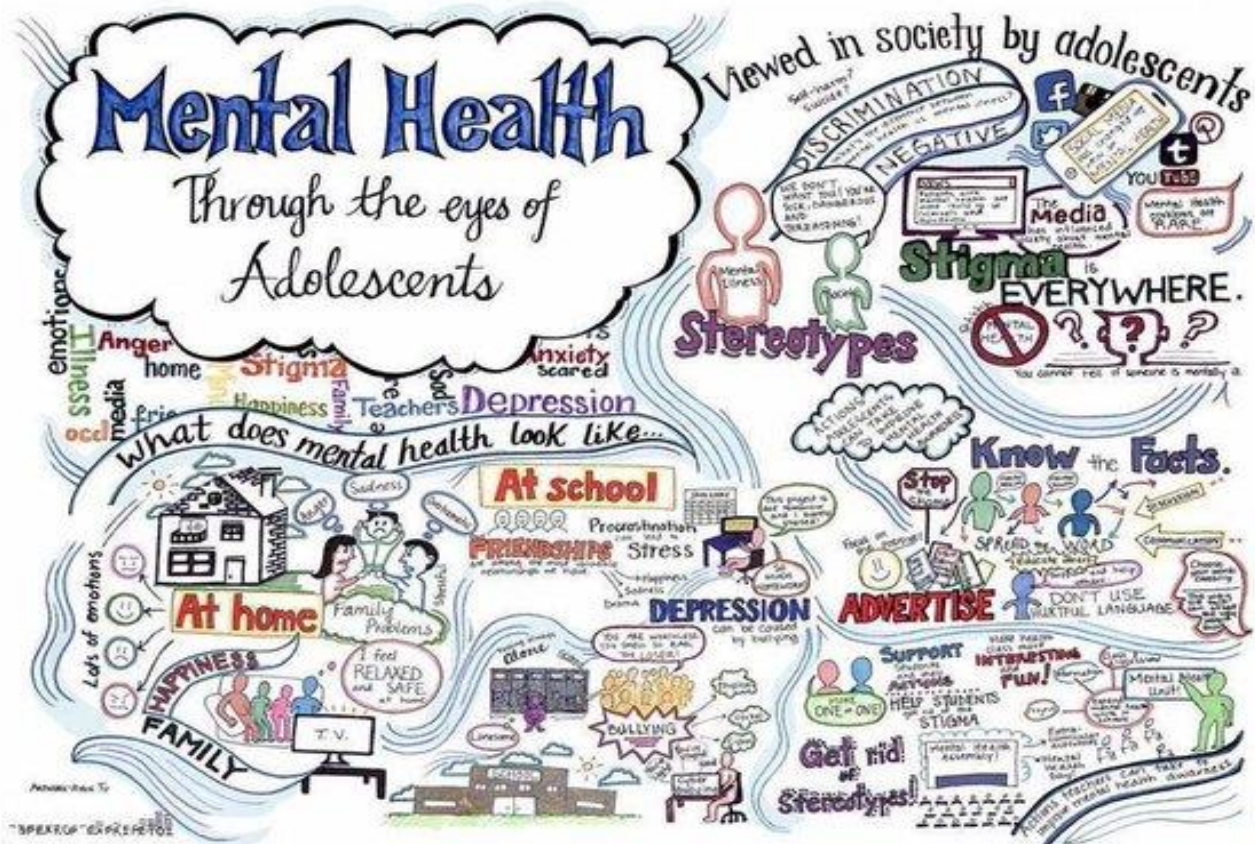
**Hillsborough County is in
the severe shortage
category**

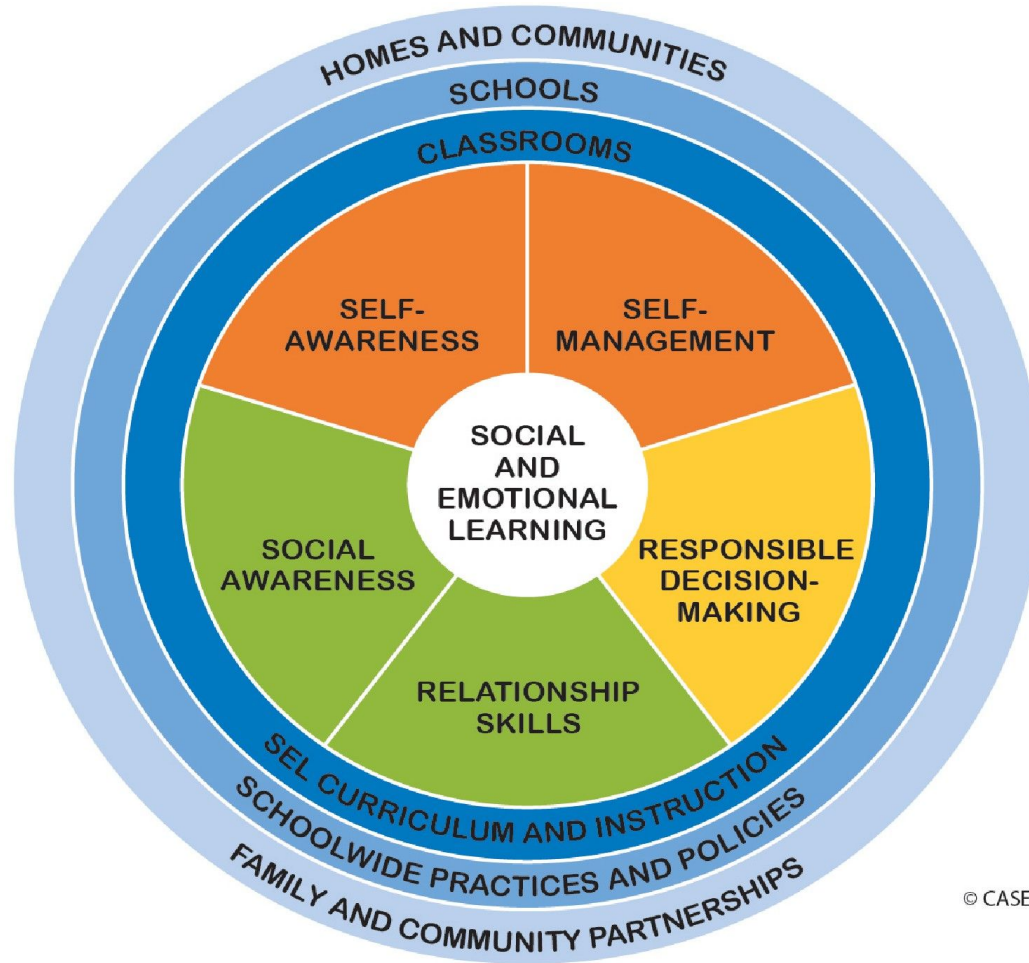


What we are doing?

Mental Health

Through the eyes of
Adolescents





© CASEL 2017

Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82

different programs reviewed
(38 outside U.S.)

97,000+

Students, kindergarten
through middle school

Effects assessed

6 mo – 18 yrs

after programs completed



SEL Students Benefit in Many Areas

Academic performance

SEL skills

Positive attitudes

Positive social behaviors



Conduct problems

Emotional distress

Drug use

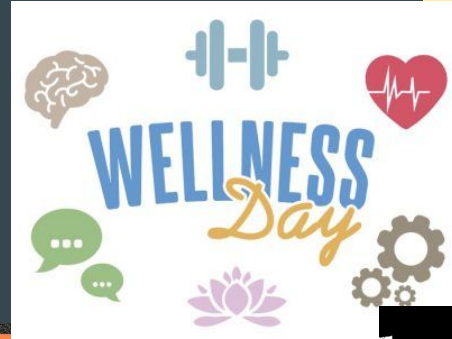
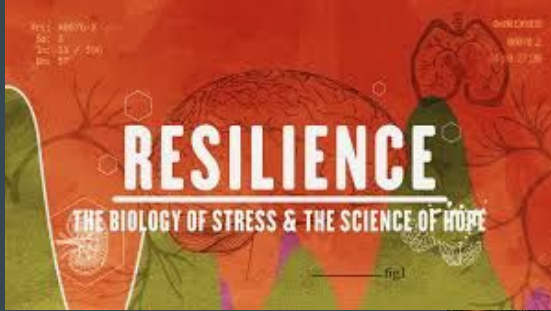


Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

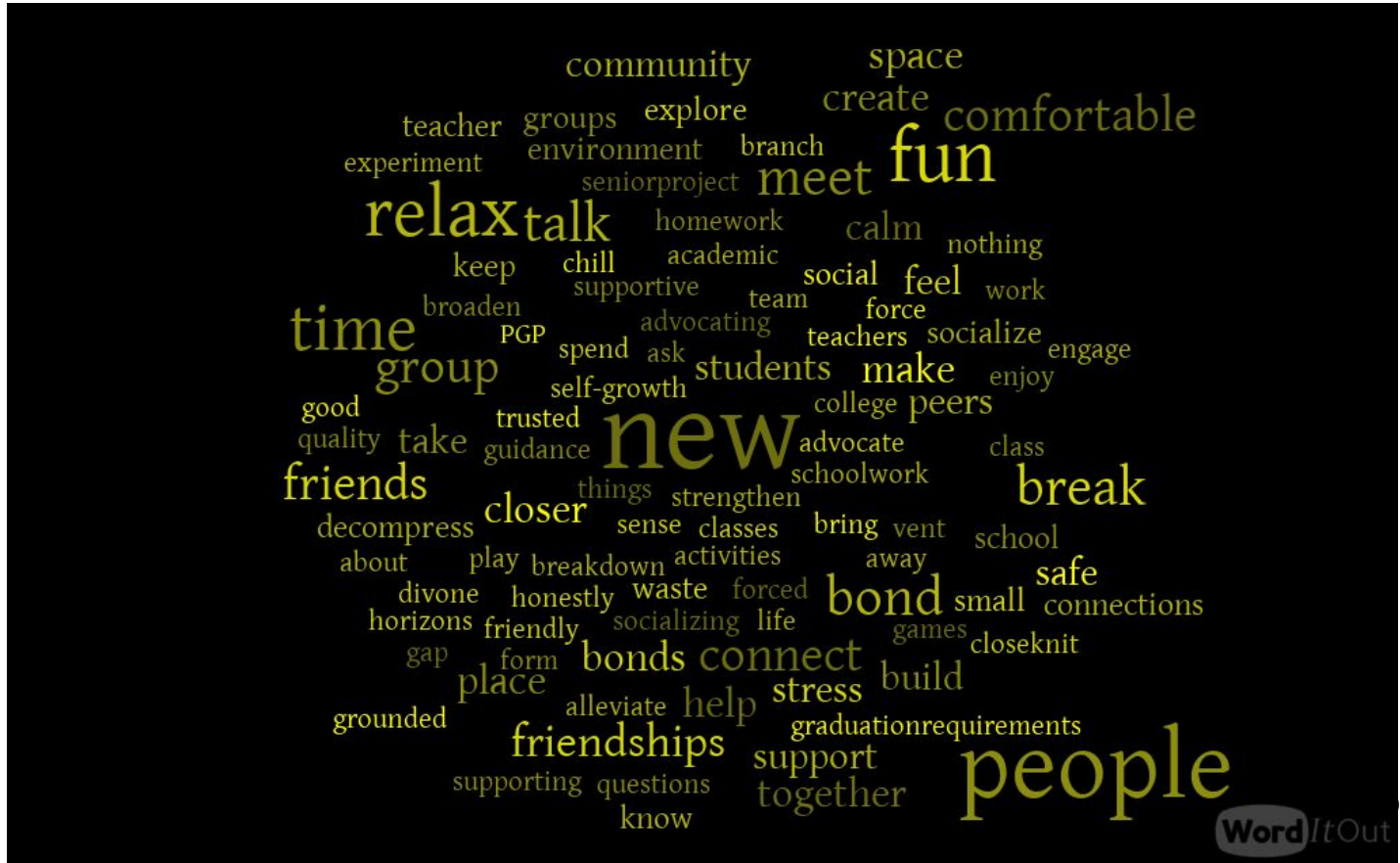
Benefits were the same regardless of socioeconomic background, students' race, or school location.



Supports available for all students



Advisory



Additional Supports Available for Students

- Transition planning with AMS
- Saber Start up
- Saber Support
- Group Counseling
- Counseling with school counselors
- Proactive measures to support student success
- Academics, social/emotional needs, at-risk behaviors



Interventions available for highest need students

- One on one counseling with school psychologist or social worker
- RENEW
- Mental Health in Schools program through GNMH
- Crisis Intervention
- Board Certified Behavior Analyst
- Alternative Support



Where are we going?

- **Challenge Day**
- **Staff-wide training**
- **Improved data management system**
- **Expanding alternative pathways to postsecondary goals**
- **DOE approval for Alternative Support**
- **Specialized training for paraprofessionals**
- **Continued family and community engagement**

Sources

Aacap. *Workforce Maps by State*,

www.aacap.org/aacap/Advocacy/Federal_and_State_Initiatives/Workforce_Maps/Home.aspx.

“Data and Statistics on Children's Mental Health | CDC.” *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, www.cdc.gov/childrensmentalhealth/data.html.

“New Hampshire Department of Education Statewide Census by Disability.” Updated 6 May 2019.

www.education.nh.gov/instruction/special_ed/.

Office of Adolescent Health. “New Hampshire Adolescent Mental Health Facts.” *HHS.gov*, US Department of Health and Human Services, 14 Nov. 2018,

www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-mental-health-fact-sheets/new-hampshire/index.html.

Office of Adolescent Health. “New Hampshire Adolescent Mental Health Facts.” *HHS.gov*, US Department of Health and Human Services, 14 Nov. 2018,

www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-mental-health-fact-sheets/new-hampshire/index.html.

“Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW).” *Institute on Disability/UCED*, 24 Sept. 2019,

iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew.

Spritchard. “Behavioral and Mental Health: Gaps and Challenges.” *The American Board of Pediatrics*, 9 Jan.

2019, www.abp.org/news/behavioral-and-mental-health-gaps-and-challenges. <https://www.chicagotribune.com/lifestyles/ct-life-depression-in-your-20s-08282019-20190830-ytwlkblogzq2hffb5ac5itgsdy-story.html>

Policy First Reading-
(From SAU 10 22 19 Meeting,
BEDG- Minutes)

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BEDG - MINUTES

Category: Recommended

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

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

- 1) the names of members participating,
- 2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;
- 3) a brief description of each subject matter discussed;
- 4) identification of each member who made a first or second of any motion;
- 5) a record of all final decisions;
- 6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
- 7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

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

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

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized.

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BEDG - MINUTES

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

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

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

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

RSA 91-A:2,II-a,

RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions

RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection