

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



Souhegan Cooperative School Board Meeting

Monday, November 26, 2018 – 6:00 PM

Souhegan High School Learning Commons

412 Boston Post Road

Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM		
Public Input	6:05 PM		
Superintendent's Report	6:10 PM	None	
Principal's Report	6:25 PM	None	SHS Principal's Report
Consent Agenda - Approval	6:45 PM	1. Approve Minutes of October 22, 2018 2. Approve Treasurer's Report 3. Approve Policies – ACA, IHBA, IHBG, IHBH, IHBI, IKFC, ILBA, IMBA, IMBC, JJJ, JLCA, JLCB, JLCC, JLCF	October 22, 2018 Draft Minutes SCSD Treasurer's Rpt. Policy Packet
Deeper Learning	6:50 PM	Grading and Reporting – No Action <i>Asst. Superintendent Christine Landwehrle to present update</i>	
School Culture & Climate	N/A	Community Council Report – No Action <i>Update-Given in Principal's Report</i>	
Learner/Student Growth	7:05	NEWEA Results – No Action <i>Asst. Superintendent Christine Landwehrle to present NEWEA Results</i>	NEWEA Results
Learner Agency	N/A	No Action <i>Update-Given in Principal's Report</i>	

Operational Effectiveness	7:20PM	Budget Review -AFC Presentation	<i>AFC FY20 ANALYSIS</i>
		<i>AFC Committee Chair, Martin Goulet to present AFC analysis of SCSB FY 20 Budget</i>	
	8:00 PM	Master Schedule Discussion	
		<i>Board to have discussion with administration re: master scheduling recently shared in October</i>	

Non-Public Session	8:15 PM	91- A:3 II (None)
---------------------------	---------	-------------------

Meeting Adjourned	8:15 PM
--------------------------	---------

Future School Board Meeting Dates

Date	Day	Time	Meeting Type	Location
December 18, 2018	Tuesday	6:00 PM	Regular	Souhegan
January 3, 2019	Thursday	6:00 PM	Public Hearing Planning	SAU #39
January 9, 2019	Wednesday	7:00 PM	Public Hearing	Souhegan Auditorium
January 28, 2019	Monday	6:00 PM	Regular	Souhegan
February 4, 2019	Monday	6:00 PM	Deliberative Session	Souhegan Auditorium
February 19, 2019	Tuesday	6:00 PM	Regular	Souhegan
March 12, 2019	Tuesday	6:00 AM to 8:00 PM	Voting	Souhegan Gym
March 25, 2019	Monday	6:00 PM	Regular	Souhegan
April 16, 2019	Tuesday	6:00 PM	Regular	Souhegan
May 28, 2019	Tuesday	6:00 PM	Regular	Souhegan
June 11, 2019	Tuesday	6:00 PM	Regular	Souhegan



Souhegan High School
412 Boston Post Road Amherst, NH
Inspiring Students to Create Futures with No Limits



Thank You's

NEASC Coordinator/Steering Committee-Amy McGuigan, Amanda Delicolti, Aimee Gibbons, Andrew Emerson, Matt McDonald, Tim Cotreau, Julianne Mueller-Northcott, Charles Swift, Sean Whelan, Jess Tremblay, Jolene Sawyer, Jeanne Sturges,

New Additions:

Service Learning and Community Outreach Coordinator-Lucienne Foulks

What's Happening?

(Redesign by Amanda Morris)

https://s3.amazonaws.com/nixle/uploads/pub_media/user55380-1541797671-media1

Highlights/Recognitions:

NEASC Visit:

The NEASC visiting Committee completed their visit. Their four days was described by Ellin Booras, the committee chair as "some of the best four days she has spent in a school in her career."

Next Steps:

Principal and Committee Chair read and discuss draft of report.;

Release of the final evaluation report

[NEASC Welcome Presentation](#)

What has the school done to move towards deeper learning.

Assessment/Grading/Reporting Update-Agenda item

What has the school done with learner agency in the past month?

Student Agency

Assessment for Learning Project

Souhegan High School recognized for its work in engaging students in designing their learning.



[Co-Designing Learning WITH Students: A Snapshot at ...](#)
blogs.edweek.org

Students, a teacher, and administrators at Souhegan High School in New Hampshire share their perspectives on redesigning a research paper into a student-driven learning project.

[Secondary Schools Writing Center Association SSWCA-Annual Conference](#)

George Mason University, Arlington, VA

The Souhegan High School student designed/run writing center consists of students trained to serve as peer writing coaches. These students design programming, coordinate with peers/teachers and offer various support in writing and assessment strategies. This is a teacher guided student run group.

Jeanne Sturges, writing center coordinator, and five SHS students attended the SSWCA [annual conference](#) the weekend of Nov 9. Two students, Sloan Facques and Lucy Stover were presenters. [Bringing Students In: Ways to Advertise Your Wriitng Center and Improving Outreach Through an Overlooked Resource.](#)

[Writing Center](#) Mission and Purpose:

The Writing Center will foster an active writing community for all members of Souhegan High School. The Writing Center will:

- Serve all members of the Souhegan community who want help with their writing.
- Provide enhancement for those who enjoy the writing process.
- Create opportunities for student writers to work with experts.
- Encourage and assist students and teachers in submitting work for publication.
- Sponsor celebrations of writing.

Maintain periodical collection for writers.
Provide support for those who struggle with writing.
Provide on-line assistance.
Provide support for classroom teachers.
Assist classroom teachers with conferences and assessment.
Maintain files of major assessments and assessment strategies.
Maintain effective relationships with other writing programs within SAU 39.
Monitor student progress in writing strands of NH State Test.
Provide outreach to the residents of Mt. Vernon and Amherst as requested.
Develop a common understanding of effective writing practices across disciplines.
Develop a common language for writing assessment.
Serve as a resource for teachers and students.

What has the school done around climate and culture in the past month?

Service Learning and Community Outreach Coordinator Redesigned Role

Souhegan High School is a community of learners born of respect, trust and courage. A prevailing focus of our student experience is engagement in our community. Our staff and students take great pride in being active participants in our community.

Our previously titled Community Service position has been redesigned to more deliberately align with our goal of authenticating the student experience through service learning as well as enhance our community partnerships. We have a draft of the emerging [job description](#) and have created a stipend position for this role.

We are excited to bring on Lucienne Foulks who introduces herself below.

A Message from Lucienne Foulks "As the new Service, Learning and Community Outreach Coordinator, I am excited to begin this new role and to continue Souhegan's commitment to cultivate the culture of service among our students, while bridging student goals with volunteer experience. I look forward to working with community leaders and agencies to strengthen the engagement with our students while positively impacting the community as a whole." - Lucienne

Conversation on Mental Health

Parents Forum –Dec 5th

Sheelu Joshi Flegal or Karen Chininis will facilitate a conversation/resource sharing about suicide awareness and mental health promotion on December 4th 6:00-7:30pm in the Learning Commons. This discussion will help to better understand and respond to the prevalence of suicide and suicide attempts among youth, warning signs, risk and protective factors, how to respond if you recognize your child or another youth is at risk, the schools response, and where to turn for help at school and in the community.

Facilities-Souhegan 2.0

The Souhegan 2.0 Committee continues it's meetings regarding the needs and design of SHS. We have partnered with architects-Lavallee/Bresinger and engineers- Fitzmeyer & Tocci.-to review all the systems and do some design thinking around re-imagining spaces. Our next meeting is Nov 29 for a plan and scope review.

Safety/Security

The building level safety and security group will convene with representatives of Minuteman Security Technologies last week of November to review current status of the following:

Visitor management

Video Surveillance

Outside Emergency Stations

Door lock system

We are excited about the evolving system. Detailed update in December report.

1 Souhegan Cooperative School Board

2 Monday, October 22nd, 2018

3 Meeting Minutes – Not Approved

4 Administrative Team: Adam Steel- Associate Superintendent/Business Administrator, Christine
5 Landwehrle-Assistant Superintendent, Natalie Berger- Dean of Faculty, Meg Beauchamp-
6 Director of Student Services, and Kelly Driscoll- Dean of Students.

7 Souhegan Cooperative School Board: Jim Manning- Chair, Pim Grondstra- Vice Chair, Steve
8 Coughlan- Secretary, David Chen, Amy Facey, Howard Brown and Dwayne Purvis (Via phone)

9 Minute Taker: Danae Marotta

10 Public: Jeanne Ludt, Amherst NH and Community Members

11 I. Call to Order

12 **Chair Mr. Jim Manning called the meeting to order at 6:06PM**

13 II. Public Input

14 No Public Comment

15 III. Superintendent's Report

16 Superintendent Mr. Adam Steel welcomed the public and reminded the Board to use their
17 microphones as the audio can be tough to hear for the viewers at home.

18 He discussed that you can see the new emergency call stations, significant work with the
19 Advisory program and numerous other technological improvements have been made. They are
20 continuing to move forward.

21 He added that there was a talk about theft, there were 3 incidents that he was aware of and then
22 two investigations that have been conducted.

23 Mr. Brown added that he liked the format that he sent out on Friday. He then asked about the
24 SAU budget.

25 Mr. Steel added that it will be presented at the SAU meeting.

26 Mr. Chen asked about the Treasurer's Report and asked about the Unexpended Fund Balance. He
27 added that he is looking for an ongoing update.

28 Superintendent Steel noted that they are looking at better processes to come up with that amount
29 throughout the course of the school year.

30 He then got Mr. Dwayne Purvis on the phone.

31 The Board thanked Superintendent Steel for his report.

32 IV. Principal's Report

33 Ms. Kelly Driscoll, Dean of Students, and Ms. Natalie Berger, Dean of Faculty, are here for any
34 questions.

35 Mr. Manning asked Mr. Purvis if he was alone and if it was unreasonable for him to be here.

36 Mr. Purvis replied, yes to both.

37 Mr. Manning noted that they are on the Principal's Report.

38 Ms. Facey added that it was great that the teachers went to a PACE conference, but wanted to
39 hear from building leadership about the 9th and 10th grade on deeper learning.

40 Dean of Faculty, Ms. Natalie Berger explained that they have been deep into the Empower work
41 and have been meeting with Captains and individual teams in the 9th and 10th grade.

42 Ms. Facey asked what has been done with helping educating students and parents on reporting
43 out.

44 Ms. Berger explained that parents had handbooks in the beginning of the year, also, they have a
45 parent forum this Thursday with Assistant Principal, Ms. Christine Landwehrle. Additionally, as
46 teachers are handing out rubrics and they have been articulating the standards. The biggest shift
47 for the teachers is the software and the shift on the conversion scale. They are trying to use the
48 language consistently about mastery based grading.

49 Mr. Chen asked about a comparison between the A's and 3's, a retrospective look.

50 Ms. Berger replied, they could, but she is not sure how valid it would be. It is the whole shift into
51 standards based grading.

52 Ms. Landwehrle added that was the change in the conversion scale. Now, the standards are more
53 rigorous.

54 Mr. Manning asked Mr. Purvis if he had any questions.

55 Mr. Purvis had no further questions.

56 Ms. Facey noted that the Journalism Conference was great and thanked Mr. Adam Theriault,
57 English/Media Arts Teacher, for the fantastic program.

58 The Board thanked Ms. Berger.

59 V. Consent Agenda

60 Mr. Brown pulled the 1. September 24th Draft Minutes.

61 He noted that he was not listed in attendance.

62 He then noted the change in Line 12 from "Celled" changed to "Called".

63 Ms. Facey noted that she was not listed in the Non-Public Session attendance.

64 **Mr. Steve Coughlan motioned to accept the Consent Agenda 1. Minutes, September 24th**
65 **2018, as amended, 2. Treasurer's Report 3. Q1 Expenditure Report 4. Trip Approvals –**

66 **Trip to Peru, Tanzania, Joshua Tree Park and Germany and 5. Approve Policies –**
 67 **EBB/Add, EEAA, EFA, EFAA, GBEF, GCO, IFA, IHAMA, IHBG-R, IHCD/LEG, IJ, IK,**
 68 **IKFA, ILD, IMBD, IMDA, JBAA, JICL, JLI-EB, JRA, & KLG. Mr. Pim Grondstra**
 69 **seconded the motion. 6 in Favor, Motion passed.**

70 **Mr. Jim Manning called a Roll call: Manning-Yes, Grondstra- Yes, Coughlan- Yes, Facey-**
 71 **Yes, Brown-Yes, Chen-Yes, Purvis-Abstain.**

72 VI. Deeper Learning- Math Evaluation Update

73 Superintendent Steel noted that in the past the Board had authorized some funds for math for a
 74 math evaluation about 6 months ago.

75 Assistant Superintendent, Ms. Christine Landwehrle discussed that she has been working with
 76 two consultants this summer and looking at SAT compared to NWEA data. They are using the
 77 college and career benchmark for math and that is 530. Right now, the scores have been
 78 increasing, but the comp districts are 65-70% meeting benchmark. That was one set point and
 79 why do we not have that percentage meeting that benchmark. \

80 They are crafting a Teacher survey and hope to get it out in December. They are looking for
 81 grade 11 students to survey about 50-60 students. They want them to have enough experience in
 82 math at SHS.

83 Mr. Chen asked about the 11th grade assessment.

84 Ms. Landwehrle replied that this is getting information from them, and if they see themselves as
 85 a good math student.

86 Mr. Chen suggested they could be correlated.

87 Ms. Landwehrle added that it is a random sampling of about 50 students and they are looking for
 88 feedback.

89 Mr. Chen asked about the NH College Readiness, Math is 530.

90 Ms. Landwehrle replied that they had 61% at 530 or above.

91 Mr. Chen asked about the difference between college readiness now.

92 Ms. Landwehrle replied that it is different and she will go into more depth on that. She added
 93 that with NWEA they have expected proficiency on the SAT, they just released that last year.
 94 She is not sure, since that was a brand new feature last year.

95 Mr. Brown asked about going back and looking at the survey.

96 Ms. Landwehrle added that there are ID numbers, correlation was not the intention of the survey.

97 Mr. Purvis asked about the percentile and is there any correlation to a certain percentile to a
 98 certain college.

99 Ms. Landwehrle replied, that they do not have comparative district data, and that might be
100 helpful. What is challenging with the percentile score is that it is done at the individual level.

101 Mr. Manning added that the SAT presentation is coming up.

102 He asked the Board if they had further questions.

103 The Board had no further questions.

104 VII. School Culture and Climate- Advisory Presentation

105 Already completed.

106 VIII. Learner/Student Growth- SAT Results

107 Ms. Landwehrle discussed that she does not have the comparative district data at this time, they
108 only have the State level results.

109 She then went over the Reading and Writing SAT results- Spring 2018-Grade 11 Students. She
110 explained that they have 87% meeting the Grade 11 and 84% percent meeting Grade 12
111 benchmark.

112 She then explained the Math SAT Results 2018- Grade 11 Students. They have 69% of students
113 meeting the Grade 11 (510) Benchmark and 61% percent meeting the Grade 12 (530)
114 Benchmark. It is significantly higher than the State.

115 Ms. Landwehrle explained the longitudinal view of Reading Assessment. They are different
116 cohorts of students. They had NECAP in 2014, the old state assessment not to new standards.
117 You can see that we are pretty consistent and they have steady progress with the evidence based
118 reading and writing.

119 With the Math Longitudinal Assessment, you can see that they were disadvantaged in earlier
120 years and are now aligned to the State Standards. They are getting in range with their comp
121 districts. She added that it will be interesting to see their math evaluation. They are steadily
122 climbing and the comp districts were around 65-70% of students meeting benchmarks in prior
123 years. They are headed in the right direction.

124 Mr. Grondstra asked about the Grade 11 and Grade 12, and if they are the same cohort.

125 Ms. Landwehrle replied, yes. This is the same test; it is just that they had 8% more students
126 reaching the grade 11 benchmark because it is less rigorous. She added that it is confusing
127 though.

128 Mr. Chen asked about going back and looking at the 8th grade.

129 Ms. Landwehrle replied that is what the math evaluation is going to do. They can go back 10
130 years with NWEA data.

131 Mr. Manning asked if they are going to consistently use NWEA growth.

132 Ms. Landwehrle explained, NWEA gives them both growth and achievement. The only
133 challenge is that 9th and 10th grade students take it in the Fall.

134 Mr. Manning asked about the longitudinal reading assessment.

135 Ms. Landwehrle replied that most of their comp districts are in the 65-70%.

136 Mr. Manning added what would like to get into the mid to high 80%. He asked how could they
137 can find a way to get the kids to the mid to high 80's. He asked if there are barriers.

138 Ms. Landwehrle replied, that the benchmarks are different for math than in literacy. She added
139 that she thinks that Hanover is in the 90's. They can be looking at NWEA to help give them
140 insight.

141 Mr. Brown asked if they can look at Hanover and their earlier grades.

142 Ms. Landwehrle explained that reading spirals. With math, you are building a foundation and if
143 you miss a step you have to go back to the beginning. They are seeing huge increases in K-2 but
144 not in Grade 4. What she has heard is that parents in Hanover get tutors for their students. If you
145 look at Hollis and Windham, they are in the 60% for college and career readiness.

146 Mr. Chen agreed that Hanover is definitely an outlier. He then suggested that they use a metric
147 with nearby districts.

148 Ms. Landwehrle added that she looked back at the comp district data to see what that was. In
149 2017 and they were at 54% and are now at 61%. They should be at 65-70% for a range for math.

150 The Board thanked Ms. Landwehrle.

151 IX. Learner Agency- Community Council Update

152 Mr. Steel noted that they did this last month.

153 X. Operational Effectiveness- FY 20 Budget

154 Superintendent Steel explained that they start with the profile of their graduates. He noted that
155 they want to be the place where they take students farther than they can go anywhere else.

156 He added that they talked a lot about Deeper Learning, Climate and Culture and Learner Agency.

157 He then discussed a slide that he showed at the SAU Meeting talking about strategic planning.
158 The budget needs to be reflective of where they are heading.

159 Second, they look at is enrollment. They are mindful of the drop and they need to discuss with
160 the declining enrollment and then the increase in 2025. The enrollment is essentially flat
161 compared to this year. There will need to be further conversation on how to be flexible.

162 There is a small reduction in staffing as efficiency gains are expected.

163 The Proposed Budget is down with the exception of special education, there is no difference
164 between the default and the proposed budget. There is a net increase of 0.3% from FY 19. With
165 the exception of special education, the rest of the budget is down \$181,305 (-1.00%).

166 Proposed budget would have an estimated cost per pupil increase of 2.8% and would close the
167 gap between the State average and Souhegan by 2%.

168 This is the budget by the AFC Categories of Curriculum, Special Education, Athletics,
169 Administration, Technology, Facilities, and Food/Transportation. Almost all functional areas are
170 down.

171 He then explained the Enrollment vs. Budget Growth.

172 Superintendent Steel explained the Cost per Pupil projection with the State Average and
173 Enrollment.

174 He noted that Mr. Chen had asked what would the budget look like if they were to reach a 2%
175 increase in CCP. That would be a reduction of \$125,000 from the proposed budget and remove a
176 teaching position. With a 0% increase in CPP, they would have a reduction of \$435,000 from the
177 proposed budget and lose approximately 6.0 FTE's.

178 There are some position changes included, the addition of a special education case manager,
179 special education behavior specialist, and special education instructional assistants, they already
180 exist today but need to be budgeted for. They will be looking in the spring to reduce two in order
181 to offset the additional costs.

182 They have taken out items in abeyance. He is in support of these items and they are trying to find
183 it in this year's budget is possible. They are needed and could be added back in the proposed
184 budget if the school board so chooses.

185 He then reviewed the proposed budget calculation, with the default budget, noting that they took
186 out the previous year's warrant article and the difference is \$514.

187 He concluded by stating that he emailed the Board and the AFC all of the data and slide
188 presentation. He is looking for feedback and the AFC is ready to start work and make their
189 recommendations with a presentation.

190 Mr. Coughlan asked if they were going to do assignments.

191 Mr. Grondstra asked who is going to come up with the meetings.

192 Superintendent Steel noted that he is going to coordinate and attend the meetings if he can.
193 Director of Finance, Ms. Katie Hannan, has also agreed to attend if possible.

194 Mr. Chen commented that the default and the regular budget are generally the same. He asked
195 what happened.

196 Mr. Steel replied, because there are no changes in staffing and he has taken things out to keep
197 them the same.

198 Mr. Manning noted that there are no staffing changes and the default is the same because of it.

199 Mr. Steel explained that the new staff are in the proposed budget. He added that the instructional
200 assistants are in the default calculation because they exist today, he suggested that Mr. Chen
201 think of them separately.

202 Mr. Chen asked if the middle school is going to have a net decrease.

203 Mr. Steel replied they are not going to have a net decrease because they have new students
204 coming from the elementary schools.

205 Mr. Brown asked about the health insurance that usually gets added in every year.

206 Mr. Steel responded that most of that is under Employer Paid Benefits, 10.6%. He will not need
207 to update it in the future as they already received the rate.

208 Mr. Chen asked about the Master Schedule.

209 Mr. Steel noted that he would be happy to share that with the Board.

210 Mr. Chen asked if they have looked at that the senior level impact.

211 Superintendent Steel added that he will send Mr. Chen data.

212 Mr. Manning asked about the matrix of Subcommittees.

213 Mr. Steel added that they have 7 subcommittees.

- 214 1. Athletics- Pim Grondstra
- 215 2. Curriculum- Dwayne Purvis
- 216 3. Technology- Howard Brown
- 217 4. Special Education- David Chen
- 218 5. Food/ Transportation- Steve Coughlan
- 219 6. Administration- Amy Facey
- 220 7. Facilities-Jim Manning

221 Mr. Purvis asked if they would be able to see the comment section with the budget changes in
222 the spreadsheet.

223 Superintendent Steel replied, yes.

224 The Board thanked Superintendent Steel.

225 XI. Early Retirement Incentive

226 Superintendent Steel added that there was a change this year and asked if the Board wanted to
227 offer this incentive to the PPC as soon as the end of this school year.

228 Mr. Manning asked for discussion.

229 Mr. Coughlan commented that he was against it.

230 Mr. Manning asked what is the retirement incentive.

231 Mr. Coughlan explained that there are 4 ways for teachers to give their retirement.

232 Ms. Facey asked in case of a reduction of force it allows some teachers to exit and not be forced
233 to go. That is why they waited from last month to this month to talk about it tonight. She likes
234 having the option to offer it at some point. It can potentially be useful, but not this year it sounds
235 like.

236 Mr. Brown asked if the PPC wanted this.

237 Mr. Coughlan noted that a plan like this has been a desire by the staff.

238 Mr. Brown asked about the dollar amount.

239 Mr. Coughlan added that amount might change and they might want to level up. It is a 30%
240 incentive with a cap of \$20K.

241 Mr. Chen asked about the limit in one year.

242 Mr. Coughlan added that they can pick the number.

243 Mr. Chen asked how do they do that, is that during budget time.

244 Mr. Manning explained that it is a short window and is slightly different.

245 Mr. Coughlan added that they have to have 15 years of service and at least 55 years of age.

246 Ms. Facey added that it gives them an option.

247 Mr. Manning asked if they can take a straw poll.

248 Superintendent Steel replied, yes, they can certainly do that.

249 Mr. Chen remarked that he generally likes the concept but he needs more time to think about the
250 scenarios. He would not want to vote on it tonight, and ask Mr. Coughlan more questions.

251 Mr. Manning explained that they can choose to do nothing tonight.

252 Mr. Coughlan added that there is no harm in doing nothing now. He then suggested that they
253 discuss this in the June Meeting and gives the teachers time.

254 Mr. Purvis asked about the Master Schedule. He noted that he was in favor of taking no action at
255 this time.

256 Mr. Coughlan suggested the Board look at policy GCBD for more clarification.

257 Mr. Manning commented that this discussion was beneficial and the Board will revisit this
258 conversation in the future.

259 XII. District Consolidation Discussion

260 Superintendent Steel explained that he has spoken with the MV and Amherst. He is here to
261 gather Board feedback.

262 Mr. Manning added that it is his recommendation that they not proceed with consolidation until
263 they have a better sense from the people of MV and the Board. There might be some other things
264 that they can look at to get them to common ground to where they need to go.

265 Mr. Coughlan added that he has been working on consolidation for a long time and they have the
266 easiest job, it doesn't force their decision to do anything.

267 Mr. Brown asked if Mr. Steel can share what the MV thoughts were.

268 Superintendent Steel discussed that the MV board had questions and they were not ready to
269 check the box yes, at least this year and in the current form. The Amherst School Board had
270 mixed impressions as well. They seemed largely in favor but had questions about alternative
271 solutions between the ASD and SCCD. They are going to seek legal counsel.

272 Mr. Brown asked for the articles of agreement.

273 Superintendent Steel replied, he has those articles of agreement and can certainly send them out.

274 Mr. Manning discussed that they are forgetting the reasoning behind it. If they are going to the
275 public, they need to get better with the reasoning. Internally, they have a sense of what they are
276 trying to achieve, and they haven't been able to package it as a story.

277 Mr. Purvis suggested they know the benefits and the consequences.

278 Ms. Facey asked what are the next steps.

279 Mr. Steel replied that they will bring it back to the SAU Board next month and seek guidance
280 from there.

281 Mr. Brown added that they all still need to talk about it.

282 Mr. Steel echoed Mr. Brown.

283 Mr. Brown noted that is where they can talk about it.

284 Mr. Steel commented that each Board Chair needs to report back out on behalf of their Board.

285 Mr. Purvis asked where can the public go to give their input.

286 Mr. Manning added that the public will get to do that at some point. They need to be clear on
287 what they want to do and how they are going to do it. He advised against going to the public with
288 an incomplete idea.

289 Mr. Purvis added that this has been an ongoing discussion.

290 Mr. Chen asked if they have to do it in line with the fiscal year.

291 Superintendent Steel replied, yes.

292 The Board thanked Superintendent Steel.

293 XIII. Public Comment

294 Ms. Jeanne Ludt, Amherst NH, asked if they going to provide a cost benefit analysis for
295 consolidation.

296 Superintendent Steel replied, yes, absolutely. He provided numbers two years ago that showed
297 modest savings. He noted that it should not be their only factor in consideration.

298 The Board thanked Ms. Ludt for her comments.

299 XIV. Board Communication

300 Superintendent Steel wanted to show the Board, the Trello platform with attachments. They are
301 building agendas with this and all board members should have access. If they are having
302 problems he will be happy to assist them.

303 Mr. Chen asked if it is Trello.com.

304 Mr. Manning added that they have a Trello app, and you can sign on with your Sprise account.

305 Mr. Manning asked if the Board had any questions.

306 The Board had no further questions and thanked Superintendent Steel.

307 XV. Non-Public Session RSA 91-A:3 II (i)

308 **Mr. Howard Brown motioned to enter into Non-Public Session RSA 91-A:3 II (i) at 8:00**
309 **PM. Ms. Amy Facey seconded the motion. The vote was unanimous, motion passed.**

310 **Mr. Manning called a Roll Call: Manning-Yes, Grondstra- Yes, Coughlan-Yes, Facey-Yes,**
311 **Chen-Yes, Brown-Yes, and Purvis-Yes.**

312 **Non Public Meeting -Motioned by Ms. Amy Facey and Seconded by Mr. Howard Brown to**
313 **adjourn. The vote was unanimous and passed. Meeting adjourned 8:30PM.**

Souhegan Cooperative School District Treasurer Report October-2018

Souhegan Cooperative School District		
Monthly Report of the Treasurer		
as of 10/31/2018		
Cash on hand	10/1/2018	\$2,093,064.51
Deposits		\$1,327,381.93
AP-PR		(\$1,712,761.54)
Balance on hand	10/31/2018	\$1,707,684.90

Capital Checking		
as of 10/31/2018		
Cash on hand	10/1/2018	\$8,050.66
Deposits		\$3.64
AP-PR		\$0.00
Balance on hand	10/31/2018	\$8,054.30

Field Maintenance Checking		
as of 10/31/2018		
Cash on hand	10/1/2018	\$21,414.72
Deposits		\$0.00
AP-PR		\$0.00
Balance on hand	10/31/2018	\$21,414.72

Souhegan Cooperative School District
 Monthly Reconciliation Report
 Combined Accounts

	Peoples United *1925 Cash Management	Peoples United *9527 Municipal Checking	Peoples United *5661 Municipal Savings	TOTAL
October-18				
10/31/2018	\$181,996.07	\$68,000.00	\$1,968,029.13	\$2,218,025.20
Outstanding Checks: (subtract)				
a) Accounts Payable		\$(371,858.49)		
b) Payroll		\$(138,481.81)		
c) Payroll Direct Deposit & IRS				
Total Outstanding		\$(510,340.30)		\$(510,340.30)
Reconciled Book Balance				\$1,707,684.90
Balance from Treasurer's Journal				\$1,707,684.90
				\$-00.00

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

Date	Deposits Description	Amount	Deposit Total	Date	Expenditures Description	Amount	Balance
10/1/2018	Beginning Balance						\$2,093,064.51
10/1/2018	Town of Amherst	\$1,051,040.00	\$1,051,040.00	10/2/2018	Payroll Direct Deposit CCD pp7 v6064	(\$48,769.01)	\$3,095,335.50
10/10/2018	State of NH DOE USDA Meal Programs	\$1,667.38	\$1,667.38	10/2/2018	Payroll Direct Deposit PPD pp7 v6063	(\$280,259.38)	\$2,816,743.50
10/25/2018	State of NH Project Reimbursement	\$8,028.33	\$8,028.33	10/16/2018	Payroll Direct Deposit PPD pp8 v6068	(\$238,599.07)	\$2,586,172.76
10/3/2018	Deposit: ASD, SAU39, NH Medicaid, Misc	\$7,882.05	\$7,882.05	10/16/2018	Payroll Direct Deposit CCD pp8 v6069	(\$40,963.53)	\$2,553,091.28
10/15/2018	Deposit: NH Medicaid, SAU39, Mont Vernon	\$238,934.65	\$238,934.65	10/30/2018	Payroll Direct Deposit CCD pp9 v6076	(\$41,659.22)	\$2,750,366.71
10/29/2018	Deposit: NH Medicaid, ASD	\$2,278.19	\$2,278.19	10/30/2018	Payroll Direct Deposit PPD pp9 v6075	(\$225,528.90)	\$2,527,116.00
				10/31/2018	Payroll Direct Deposit PPD pp9 v?	(\$1,635.17)	\$2,525,480.83
				10/4/2018	Payroll IRS pp7 v6066	(\$52,046.15)	\$2,473,434.68
				10/18/2018	Payroll IRS pp8 v6071	(\$44,223.92)	\$2,429,210.76
				10/5/2018	Payroll 457 pp7 v6065	(\$4,407.52)	\$2,424,803.24
				10/19/2018	Payroll 457 pp8 v6070	(\$3,871.16)	\$2,420,932.08
				10/26/2018	Payroll Mass DOR v6073	(\$812.85)	\$2,420,119.23
				10/4/2018	Payroll pp7 v7 ck3066749-3066768	(\$9,551.53)	\$2,410,567.70
				10/18/2018	Payroll pp8 v8 ck3066846-3066869	(\$16,942.33)	\$2,393,625.37
				10/4/2018	Payroll pp7 v6067 ck3066769-3066770	(\$1,100.00)	\$2,392,525.37
				10/18/2018	Payroll pp8 v6072 ck3066870-3066871	(\$1,133.00)	\$2,391,392.37
				10/26/2018	Payroll v6074 ck3066955-3066958	(\$370,786.39)	\$2,020,605.98
				10/25/2018	Payroll VOID ck3066048	\$16.75	\$2,020,622.73
							\$2,020,622.73
				10/5/2018	A/P v1707 ck3066771-3066771	(\$23,460.00)	\$1,997,162.73
				10/11/2018	A/P v1708 ck3066772-3066845	(\$162,938.55)	\$1,834,224.18
				10/18/2018	A/P v1709 ck3066872-3066872	(\$23,874.00)	\$1,810,350.18
10/31/2018	Credit Card transactions	\$5,250.00	\$5,250.00	10/25/2018	A/P v1710 ck3066873-3066954	(\$120,945.74)	\$1,694,654.44
10/31/2018	Food Service	\$10,041.83	\$10,041.83	10/23/2018	A/P Void ck3065572	\$950.00	\$1,705,646.27
				10/3/2018	Credit Card exchange fees September	(\$153.55)	\$1,705,492.72
10/31/2018	Interest - Cash Management	\$160.58	\$160.58	10/2/2018	Authorize.net Credit Card Fees September	(\$21.90)	\$1,705,631.40
10/31/2018	Interest - Municipal Savings	\$2,098.92	\$2,098.92	10/10/2018	Merchant Services September	(\$45.42)	\$1,707,684.90
							\$1,707,684.90
10/31/2018	Ending Balances	\$1,327,381.93	\$1,327,381.93			(\$1,712,761.54)	\$1,707,684.90
					Payroll Debits	(\$982,775.88)	
					Payroll Checks	(\$399,496.50)	
					AP Checks	(\$330,268.29)	
					Other Debits	(\$220.87)	

SCSD Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SCSD Checking 9527

Num	Date	Payee	C Memo Category	Amount
Expense Categories				
Payroll Ded				
3066955	10/26/2018	HAMPSHIRE HILLS	6074 Payroll Ded	(\$1,575.49)
3066956	10/26/2018	HEALTHTRUST, INC.	6074 Payroll Ded	(\$193,188.13)
3066957	10/26/2018	MONY LIFE INSURANCE COMPANY OF A	6074 Payroll Ded	(\$8,027.94)
3066958	10/26/2018	NEW HAMPSHIRE RETIREMENT SYSTEM	6074 Payroll Ded	(\$167,994.83)
Total Payroll Ded				(\$370,786.39)
Payroll				
3066753	10/4/2018	Grondstra, Pim P.	7 Payroll	(\$230.87)
3066765	10/4/2018	Sullivan, Claire M	7 Payroll	(\$46.86)
3066852	10/18/2018	Rousch, Sheila C	8 Payroll	(\$69.26)
3066867	10/18/2018	Sullivan, Claire M	8 Payroll	(\$56.92)
3066868	10/18/2018	Tom, Vincent J.	8 Payroll	(\$668.19)
Total Payroll				(\$1,072.10)
Expense!				
3066205	6/14/2018	SCHMIDT, KRYSTAL	1697 Expense!	(\$34.05)
3066246	6/26/2018	GORDON, JOAN	1698 Expense!	(\$40.00)
3066373	7/20/2018	HUDSON SCHOOL DISTRICT- SAU #81	1700 Expense!	(\$517.74)
3066562	8/30/2018	STRAIGHT #A# ACADEMY	1704 Expense!	(\$140.00)
3066632	9/13/2018	SAXE, DAVID	1705 Expense!	(\$95.00)
3066669	9/27/2018	Berger, Natalie J.	1706 Expense!	(\$55.00)
3066670	9/27/2018	BERNA, THERESA	1706 Expense!	(\$24.59)
3066680	9/27/2018	CSL TOURS	1706 Expense!	(\$1,950.00)
3066719	9/27/2018	PITSCO EDUCATION	1706 Expense!	(\$505.50)
3066785	10/11/2018	CHAPMAN, MELISSA	1708 Expense!	(\$29.90)
3066808	10/11/2018	LIGHTHOUSE SCHOOL, INC.	1708 Expense!	(\$9,766.68)
3066815	10/11/2018	NATALIE LAU-CHIEN	1708 Expense!	(\$360.00)
3066830	10/11/2018	SPRINGSHARE LLC	1708 Expense!	(\$874.00)
3066832	10/11/2018	TAYLOR ASSOCIATES COMMUNICATIONS	1708 Expense!	(\$2,750.00)
3066835	10/11/2018	TOM, VINCENT	1708 Expense!	(\$114.45)
3066836	10/11/2018	TOWN OF AMHERST- DEPT. OF PUBLIC	1708 Expense!	(\$279.16)
3066873	10/25/2018	ALLIANCE ONE, LLC	1710 Expense!	(\$54.70)
3066874	10/25/2018	AMHERST AUTOWORKS	1710 Expense!	(\$497.00)
3066875	10/25/2018	AMHERST POLICE DEPT	1710 Expense!	(\$504.00)
3066876	10/25/2018	AUTISM BRIDGES	1710 Expense!	(\$280.00)
3066877	10/25/2018	BELLAVANCE BEVERAGE COMPANY, INC	1710 Expense!	(\$417.20)
3066878	10/25/2018	BERNA, THERESA	1710 Expense!	(\$1,515.00)
3066879	10/25/2018	BLICK ART MATERIALS	1710 Expense!	(\$4,406.87)
3066880	10/25/2018	BOOTHBY THERAPY SERVICES. LLC	1710 Expense!	(\$330.75)
3066881	10/25/2018	BUDGET DOCUMENT TECHNOLOGY	1710 Expense!	(\$85.95)
3066882	10/25/2018	BUTLER'S BUS SERVICE, INC.	1710 Expense!	(\$31,139.77)
3066883	10/25/2018	CANON SOLUTIONS AMERICA, INC.	1710 Expense!	(\$178.04)
3066884	10/25/2018	CAREPLUS AMBULANCE SERVICE, INC.	1710 Expense!	(\$656.25)
3066885	10/25/2018	CAROLINA BIOLOGICAL SUPPLY	1710 Expense!	(\$150.51)
3066886	10/25/2018	CENTRAL PAPER PRODUCTS CO.	1710 Expense!	(\$293.09)
3066887	10/25/2018	CHAPPELL TRACTOR SALES, INC.	1710 Expense!	(\$162.66)
3066888	10/25/2018	CIARDELLI FUEL COMPANY, INC.	1710 Expense!	(\$434.85)
3066889	10/25/2018	CMC NEPTUNE	1710 Expense!	(\$2,175.00)
3066890	10/25/2018	COCA COLA NORTHERN NEW ENGLAND	1710 Expense!	(\$1,244.75)

SCSD Treasurer's Report
Unreconciled Check Register

3066891	10/25/2018 COMCAST	1710 Expense!	(\$49.00)
3066892	10/25/2018 CONSOLIDATED COMMUNICATIONS, INC	1710 Expense!	(\$1,422.20)
3066893	10/25/2018 CONWAY OFFICE SOLUTIONS LLC	1710 Expense!	(\$156.74)
3066894	10/25/2018 COTREAU, TIM	1710 Expense!	(\$387.00)
3066895	10/25/2018 CPTÉ-MANCHESTER, INC.	1710 Expense!	(\$3,600.00)
3066896	10/25/2018 DEMOULAS SUPERMARKETS, INC.	1710 Expense!	(\$166.07)
3066897	10/25/2018 DIRECT ENERGY BUSINESS MARKETING	1710 Expense!	(\$148.76)
3066898	10/25/2018 ELECTRICAL SUPPLY OF MILFORD	1710 Expense!	(\$843.66)
3066899	10/25/2018 EVERSOURCE	1710 Expense!	(\$16,997.48)
3066900	10/25/2018 F.W.WEBB COMPANY	1710 Expense!	(\$580.02)
3066901	10/25/2018 FANTINI BAKING COMPANY	1710 Expense!	(\$71.92)
3066902	10/25/2018 FLINN SCIENTIFIC INC.	1710 Expense!	(\$83.60)
3066903	10/25/2018 FORESTRY SUPPLIERS, INC.	1710 Expense!	(\$48.72)
3066904	10/25/2018 GARVEY, PAULA	1710 Expense!	(\$113.65)
3066905	10/25/2018 GOVCONNECTION	1710 Expense!	(\$234.75)
3066906	10/25/2018 HARRIS TROPHY & COPY CENTER	1710 Expense!	(\$304.00)
3066907	10/25/2018 HILLYARD-MANCHESTER	1710 Expense!	(\$638.40)
3066908	10/25/2018 HM RECEIVABLES CO., LLC	1710 Expense!	(\$2,551.75)
3066909	10/25/2018 HP HOOD LLC	1710 Expense!	(\$157.85)
3066910	10/25/2018 INTERIM HEALTH CARE	1710 Expense!	(\$220.00)
3066911	10/25/2018 J.W. PEPPER & SON, INC.	1710 Expense!	(\$54.89)
3066912	10/25/2018 JOHNSON CONTROLS FIRE PROTECTION	1710 Expense!	(\$375.00)
3066913	10/25/2018 JP PEST SERVICES, INC	1710 Expense!	(\$426.60)
3066914	10/25/2018 KELVIN	1710 Expense!	(\$55.90)
3066915	10/25/2018 LOOSE, DANIELA	1710 Expense!	(\$950.00)
3066916	10/25/2018 LOWE'S	1710 Expense!	(\$525.99)
3066917	10/25/2018 MADDOCK, KATHY	1710 Expense!	(\$155.65)
3066918	10/25/2018 MILFORD FISH BOWL	1710 Expense!	(\$39.99)
3066919	10/25/2018 MILFORD POLICE DEPARTMENT	1710 Expense!	(\$220.00)
3066920	10/25/2018 MOBILE MINI, INC.	1710 Expense!	(\$105.28)
3066921	10/25/2018 MONT VERNON SCHOOL DISTRICT	1710 Expense!	(\$123.52)
3066922	10/25/2018 MUELLER-NORTHCOTT, JULIANNE	1710 Expense!	(\$223.44)
3066923	10/25/2018 MUSIC & ARTS CENTERS	1710 Expense!	(\$134.06)
3066924	10/25/2018 NASHUA OUTDOOR POWER EQUIPMENT &	1710 Expense!	(\$45.00)
3066925	10/25/2018 NATALIE LAU-CHIEN	1710 Expense!	(\$634.50)
3066926	10/25/2018 NATIVE MAINE PRODUCE AND SPECIAL	1710 Expense!	(\$668.74)
3066927	10/25/2018 NEW BOSTON TRUCK & EQUIPMENT, LL	1710 Expense!	(\$718.26)
3066928	10/25/2018 OPPORTUNITY NETWORKS INC	1710 Expense!	(\$4,168.00)
3066929	10/25/2018 P.J. CURRIER LUMBER CO.	1710 Expense!	(\$238.48)
3066930	10/25/2018 PENNICHUCK WATER WORKS, INC.	1710 Expense!	(\$1,805.89)
3066931	10/25/2018 PERFORMANCE FOOD GROUP	1710 Expense!	(\$3,206.05)
3066932	10/25/2018 PIONEER MANUFACTURING COMPANY	1710 Expense!	(\$1,487.00)
3066933	10/25/2018 ROSSETTI, STEPHEN	1710 Expense!	(\$260.00)
3066934	10/25/2018 SANEL AUTO PARTS #31	1710 Expense!	(\$14.76)
3066935	10/25/2018 SCHOOL NEWSPAPERS ONLINE	1710 Expense!	(\$360.00)
3066936	10/25/2018 SHIFFLER EQUIPMENT SALES, INC.	1710 Expense!	(\$55.25)
3066937	10/25/2018 SOUHEGAN HIGH SCHOOL-AF	1710 Expense!	(\$14,000.00)
3066938	10/25/2018 SOULE, LESLIE, KIDDER	1710 Expense!	(\$216.00)
3066939	10/25/2018 STUDENT TRANSPORTATION OF AMERIC	1710 Expense!	(\$1,756.10)
3066940	10/25/2018 STURGES, JEANNE	1710 Expense!	(\$55.00)
3066941	10/25/2018 SUMMIT SUPPLY	1710 Expense!	(\$140.02)
3066942	10/25/2018 SYNCB/AMAZON	1710 Expense!	(\$1,659.14)
3066943	10/25/2018 THE ADAM SAENZ GROUP, P.C.	1710 Expense!	(\$3,800.00)
3066944	10/25/2018 THE COUNTY STORE, INC.	1710 Expense!	(\$294.45)
3066945	10/25/2018 THE NIXON COMPANY, INC.	1710 Expense!	(\$901.00)
3066946	10/25/2018 THE READING FOUNDATION	1710 Expense!	(\$441.00)
3066947	10/25/2018 THOMAS CHARTERS, LLC	1710 Expense!	(\$1,472.00)
3066948	10/25/2018 TOADSTOOL BOOKSHOP	1710 Expense!	(\$72.00)
3066949	10/25/2018 UNITED SITE SERVICES	1710 Expense!	(\$815.79)

SCSD Treasurer's Report
Unreconciled Check Register

3066950	10/25/2018 UNIVERSAL ENVIRONMENTAL CONSULTA	1710 Expense!	(\$600.00)
3066951	10/25/2018 US MARKERBOARD	1710 Expense!	(\$543.93)
3066952	10/25/2018 W.B. MASON CO., INC	1710 Expense!	(\$2,534.10)
3066953	10/25/2018 WILSON LANGUAGE TRAINING CORPORA	1710 Expense!	(\$656.10)
3066954	10/25/2018 WORTHINGTON DIRECT HOLDINGS, LLC	1710 Expense!	(\$634.90)
Total Expense!			(\$138,481.81)
Total Expense Categories			(\$510,340.30)
Grand Total			(\$510,340.30)

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		Oct-18 Closing Balance					\$8,054.30

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
3/27/2017	Deposit		Town of Amherst, Field use, Fall Winter 16/17	\$8,901.27		\$8,901.27
3/31/2017	Closing Balance					\$8,901.27
4/30/2017	Closing Balance					\$8,901.27
5/31/2017	Closing Balance					\$8,901.27
6/14/2017	Deposit			\$300.00		\$9,201.27
6/30/2017	Closing Balance					\$9,201.27
7/31/2017	Closing Balance					\$9,201.27
8/17/2017	Transfer to Capital Checking		Deposited to the wrong account		\$300.00	\$8,901.27
8/31/2017	Closing Balance					\$8,901.27
9/30/2017	Closing Balance					\$8,901.27
10/31/2017	Closing Balance					\$8,901.27
11/1/2017	Deposit			\$6,952.18		\$15,853.45
11/30/2017	Closing Balance					\$15,853.45
12/31/2017	Closing Balance					\$15,853.45
1/31/2018	Closing Balance					\$15,853.45
2/28/2018	Closing Balance					\$15,853.45
3/1/2018	Deposit		Town of Amherst Field Use	\$5,561.27		\$21,414.72
3/31/2018	Closing Balance					\$21,414.72
4/30/2018	Closing Balance					\$21,414.72
5/31/2018	Closing Balance					\$21,414.72
6/30/2018	Closing Balance					\$21,414.72
Jul-18	Closing Balance					\$21,414.72
Aug-18	Closing Balance					\$21,414.72
Sep-18	Closing Balance					\$21,414.72
Oct-18	Closing Balance					\$21,414.72

Souhegan Cooperative School District

ACA – SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY

I. GENERAL STATEMENT OF POLICY

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) provides that no person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with, in order to fulfill job or school responsibilities, is not only illegal as a form of sex discrimination as defined by Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972 but also is a violation of this Policy and will not be tolerated.

It is the policy of the School District to maintain a learning and working environment that is free from sexual harassment and violence. The School District will not tolerate any form of sexual harassment and sexual violence.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

It shall be violation of this policy for any student or employee to be sexually violent to a student or employee.

The School District will act to promptly investigate and equitably resolve all complaints, either formal or informal, oral or written, of sexual harassment, sexual violence, and to discipline any student or employee who is judged to have committed these offenses.

Any person believing that the District or any part of the school organization has inadequately applied the above-referenced regulations shall bring forth a complaint to the designated person assigned by each school principal for their respective building (hereinafter Designee). The Designee will be the Assistant Principal (Amherst), Guidance Counselor (Mont Vernon) or Dean of Faculty (Souhegan). Any complainant has the right to file a complaint directly with the Title IX Coordinator/Civil Rights Coordinator should they not wish to pursue the process outlined above for any reason. The District's Title IX/Civil Rights Coordinator is the Director of Special Instructional Services for the SAU.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

- A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or,
 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.
- B. Sexual harassment is not limited to requests for sexual favors in return for job or educational benefits. Sexual harassment may include but is not limited to:
1. verbal harassment and/or abuse of a sexual nature;
 2. leering at an individual's body;
 3. jokes of a sexual nature;
 4. the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters or cartoons;
 5. graphic verbal comments about an individual's body, clothing or sexual activity;
 6. subtle pressure for sexual activity;
 7. inappropriate patting or pinching;
 8. intentional brushing against ~ student's or an employee's body;
 9. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 10. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 11. any sexually motivated unwelcome touching; or
 12. sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment or sexual violence, by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may violate this policy should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's Office but use of the form is not required.

- A. In Each School Building. The two building level complaint managers are the persons responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the complaint manager must notify the Superintendent of Schools immediately without screening or investigating the report. If the report was given verbally, the complaint manager shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal or complaint manager, the complaint shall be filed directly with the Superintendent of Schools.
- B. District-Wide. The School Board hereby designates the Superintendent of Schools as the School District Title TX/Human Rights Officer to receive reports or complaints of sexual harassment or sexual violence from any student or employee, and also from the complaint managers as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.
- C. Submission of a complaint or report of sexual harassment or sexual violence will not affect the complainant's future employment, grades or work assignments.
- D. Use of formal reporting forms is not mandatory. The School District encourages the reporting party or complainant to use the report form available from the building Principal or available from the Superintendent's office. It is recognized that certain students, especially younger children, may not be able to submit a written complaint. In such cases, alternate methods of filing complaints such as tape recorders or note takers shall be made available.
- E. The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations and take disciplinary action.

IV. INVESTIGATION AND RECOMMENDATION

- A. Each school shall designate two or more complaint managers, e.g., a teacher, a guidance counselor, an administrator. Whenever possible, at least one complaint manager shall be female, the other male. Their names will be posted in a prominent place in the school as well as printed in the Student Handbook.

These managers shall be authorized to receive confidential complaints.

If both the complainant and alleged harasser agree, the complaint manager may work with the complainant and alleged harasser to informally resolve the complaint provided, however, that the complaint manager must first notify the complainant of his/her right to end the informal process at anytime and begin the formal complaint process as set forth in paragraph B below.

The complaint manager shall notify the Human Rights Officer of any and all complaints resolved informally by submitting a written summary of the resolution.

- B. In compliance with applicable federal and state law, it is the policy of the School District to investigate promptly and resolve equitably all complaints of sexual harassment and discrimination on the basis of sex.
1. The Superintendent as the Human Rights officer upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation and appoint an appropriate officer. This person may be the already designated complaint manager, another School District official or a third party.
 2. The number of people involved with any harassment investigation will be kept as small as possible. All those who are involved will protect the confidentiality of any and all information relating to the case.
 3. Each person involved in the investigation must be informed of appropriate methods of case documentation. Corroboration of evidence and a credibility statement of the complainant(s) and witness(es) should be gathered.
 4. Maintaining confidentiality without violating due process of the accused always should be the goal.
 5. When the grievance comes from a female student or faculty

member, whenever possible, a female counselor or staff member shall be present at all discussions and meetings involving the case.

6. When the grievance comes from a male student or faculty member, whenever possible, a male counselor or staff member shall be present at all discussions and meetings involving the case.
7. The Investigator shall provide a written report of the status of the investigation within ten working days to the Superintendent of Schools. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.
8. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Investigator.
9. Persons accused of harassment will be given sufficient information about the allegations and a reasonable opportunity to respond before they are found to have harassed another and before any corrective action or discipline is imposed.
10. The Investigator shall file a report with the Superintendent no later than twenty days following receipt of the complaint. The Superintendent will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent will provide all parties with a written status report within twenty days following receipt of the complaint.
11. Any victim or accused who is still not satisfied with the outcome of the School District investigations may file a request for review by the School Board by submitting a written appeal to the Superintendent of Schools within ten working days following receipt of the School District's findings.
12. At all times victims have the right to pursue alternative procedures set forth below.
13. Retaliation in any form against any person who has filed a grievance relating to harassment is forbidden. If it occurs it will be considered:
 - a. for staff: possible grounds for dismissal; and
 - b. for a student: possible grounds for removal from the setting up to and including expulsion.

V. ACTION IF COMPLAINT IS SUBSTANTIATED

- A. The administration should review the victim's records, grades, evaluations, etc., with a view to correcting any injustice(s) that might have occurred as a result of the harassment. In the case of an employee, the School District may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.
- B. Upon determination that the complaint is valid, the School District shall take such disciplinary action as it deems necessary and appropriate to end the harassment and prevent its recurrence.
- C. Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspensions, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim and mandatory education and training on sexual harassment.
- D. Since it is not unusual for harassment to begin again after several weeks have lapsed, the harasser should be supervised closely. The victim should be encouraged to report any renewed problems. If possible, the harasser and the victim should be separated, with the harasser being the one to be transferred. Care should be taken not to punish the victim.

VI. ACTION IF THE COMPLAINT IS UNSUBSTANTIATED

If the complaint proves to be unsubstantiated, the Investigator must review the findings and report with the complainant.

This review should include a complete description of the investigation and the reasons why the complaint was found to be unsubstantiated.

This should be done without identifying the names of any other students or employees who were contacted and in compliance with FERPA and privacy laws.

VII. REPRISAL/RETALIATION

There should be no retaliation for a complaint made in good faith. The School District will discipline any individual who retaliates or encourages others to retaliate against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint.

If the complaint was not made in good faith, a reprimand or some other

disciplinary action may be in order.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

The procedures in this policy do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

The individual may choose to file the alleged violation or complaint with:

- A. [The New Hampshire Commission of Human Rights](#)
2 Industrial Park Drive
Concord, NH Hampshire 03301
(603) 271-2767
<https://www.nh.gov/hrc/>
- B. [The Equal Educational Opportunity Office \(Title IX\)](#)
New Hampshire Department of Education
State Office Park South
101 Pleasant Street
Concord, New Hampshire 03301-3860
(603) 271-3494
<https://www.education.nh.gov/titleix/definition.htm>
- C. [Office of Civil Rights U.S. Department of Health & Human Services Regional Office](#)
JFK Federal Building – Room 1875
Boston, Massachusetts 02203
1-800-537-7697
<https://www.hhs.gov/ocr/about-us/contact-us/index.html>

IX. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

- A. Consistent with School District policies on child abuse and the Safe Schools Act and state law, upon receipt of any complaint that contains evidence of violence or criminal activity, the Principal, the Superintendent of Schools, or School Board shall refer the complaint to law enforcement officials and appropriate child protection authorities for investigation.
- B. Nothing in this policy prohibits the School District from taking immediate action to protect victims of alleged child abuse, including immediate suspension of a student or placement of an employee on administrative leave pending the outcome of an investigation.

X. POSTING/PUBLICATION

- A. Copies of this Policy shall be given to all Employees, Students, and parents annually by publishing in the applicable Handbook.
- B. Each new School District employee and student shall receive and sign for a copy of the District's Policy.
- C. Postings required by this Policy and/or Title D (shall be made on bulletin boards in every school and office where employees as well as students are likely to see them. It is the responsibility of the building Principal to assure that the required postings are up to date and displayed appropriately.

Legal Reference:

*NH Code of Administrative Rules Section Ed.
303.01(J) Civil Rights Act 1964 Title*

Souhegan Cooperative School District

IHBAA - EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Category: Priority/Require by Law

See also IHBA

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children with Specific Learning Disabilities
Appendix IHBAA-R*

Souhegan Cooperative School Board

IHBG - HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

Category: Recommended

Related Policies: JEA, JG, JH, JJJ

See also: IHBG-R

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six (6) and eighteen (18) years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

A. Notices Required for Commencement of Home Education Program.

1. Notice for Students Withdrawing from District.

State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed. Rule 315.04 (e) requires that on or before the date the home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone or in writing, at the parent/guardian's election.

2. Written Notice of Program Required.

In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program either (at the parent/guardian's election) to the New Hampshire Department of Education, the Superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the Superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. No Annual Notice Required.

Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

B. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules can involve District/Superintendent assistance, including, for instance, any state student assessment used by the District, or any other "valid" measurement tool mutually agreed upon by the parent/guardian and the Superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the Superintendent, should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the District when a parent uses evaluation services provided by the District.*

**NOTE: RSA 193-A:7, II (a), and Ed. 315.07 (c) each allow a parent/guardian to enter into an agreement for evaluation services with a certified teacher or a teacher teaching in a non-public school. When a parent/guardian chooses to independently contract with an individual teacher to perform evaluation services, the teacher may charge any fee agreed upon by the teacher and the parent/guardian, notwithstanding whether the teacher is also employed by the District. The District shall not be responsible for the evaluation services, nor shall the District receive any part of the fee agreed to between the teacher and the parent/guardian.*

C. Records.

The District shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the Superintendent shall maintain a list of all home education programs for which the Superintendent, as participating agency, has received notice. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The parent/guardian is required to preserve the portfolio for 2 years from the date of the ending of the instruction.

For evaluations which are not provided by the District, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III. [See also NHSBA sample appendix IHBG-R.]

D. Re-enrollment into the School District.

Parents/Guardians deciding to re-enroll their children into the District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the School Board policy governing student placements [NHSBA Sample Policy JG] and are subject to the same appeal process.

Parents/Guardians should be attentive that when re-enrolling a student, there may be discrepancies between the homeschooling level of achievement and the scope and sequence of the District's curriculum.

E. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

F. Participation in school curricular and co/extra-curricular activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in District curricular and co/extra-curricular programs are established in [Appendix IHBG-R]. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

Legal References:

RSA 193-A, Home Education

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:1-a, Dual Enrollment

RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils

NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs

Souhegan Cooperative School District

IHBH - EXTENDED LEARNING OPPORTUNITIES

Category R

See also IHBI, IKF, IMBA, and IMBC

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of *Policy IMBC, Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. A certified educator must authorize the granting of credit for learning accomplished through extended learning opportunities.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Program of studies or by contacting the Principal's office or the Student Services. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal will determine

who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The Principal will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a ELO agreement form signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their school Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Principal will ensure an application, evaluation and appeal process are documented. The Program of Studies will outline the ELO program.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms

to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities – Middle School

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

Appendix IHBH-R

Souhegan Cooperative School District

IHBI - ALTERNATIVE LEARNING PLANS

Category: Priority/Require by Law

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in

pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

Provides that certified school personnel oversee and monitor the program

Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning

Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Student

Ed 306.04(a)(13), Alternative Means Of Earning Credit Toward A High School Diploma

Ed 306.04(a)(14), Alternative Means Of Demonstrating Achievement Of Competencies

Ed 306.21, Alternative Programs

Souhegan Cooperative School District

IKFC - ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Category: Recommended

Related Policies: IHBA, IHBI, IKF

A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma

at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-one (21).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the Director of Student Services is directed to establish and make available, procedures and administrative rules to implement this policy.

Legal References:

20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a) (23))

34 CFR 300.102 (a)(3); 300.43; and 300.320(b)

RSA 193-E - Adequate Public Education

Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas

Ed 1109.03- When and IEP is in Effect...Transition Services

Souhegan Cooperative School Board

ILBA - ASSESSMENT OF EDUCATIONAL PROGRAMS

Category: Recommended

The Superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: the expected content, concepts, and skills to be mastered in a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: a student presenting sufficient evidence of attainment of the required competencies.

Selection of Assessment Instruments

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for when formal standardized assessments will be administered to students. The schedule will be publicized before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes and other assessment tools as they deem necessary.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Interpretation and Evaluation of Assessment Instruments

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board at least annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent will provide an ongoing evaluation of the assessment program and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program
Ed 306.24, Assessment

Souhegan Cooperative School Board

IMBA - DISTANCE EDUCATION

Category: Recommended (See Note)

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and Policy EGA/IJNDB, School District Internet Access for Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities

consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306.04(a) (12), Distance Education

Ed 306.22, Distance Education

Souhegan Cooperative School District

IMBC - ALTERNATIVE CREDIT OPTIONS

Category: Priority/Required by Law

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year - school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Dual Credit
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal References:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation

Competencies

Ed 306.21, Alternative Programs

Souhegan Cooperative School District

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME-EDUCATED PUPILS

Category: Recommended

Related Policy: IHBG

See also Appendix: IHBG-R

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs, cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils.

RSA 193-A, Home Education

Souhegan Cooperative School District

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Category R

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

Prior to participation on a school athletic team, students must provide written documentation to the athletic director that they have passed a physical. Such exam must be completed at least once every two school years. This requirement does not apply to students participating in intramural athletics. The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.

Parent Notification - Certain Circumstances

Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Legal Reference:

RSA 141-C:20-c, Exemptions

RSA 200:32, Physical Examination of Pupils

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

NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students

No Child Left Behind, Title II, Sec 1061

Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98

Appendix: JLCA-R

Souhegan Cooperative School District

JLCB - IMMUNIZATIONS OF STUDENTS*Category R*

Any student being admitted to the district must present proof of meeting the physical examination and immunization requirements as defined by RSA 200:38 within thirty (30) days of entrance. Failure to comply with this provision may result in exclusion from school for the student.

The principal will notify parents/guardians (or a student of age 18 or older) of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a student being admitted to school.

A student shall be exempted from the above immunization requirements if he/she presents evidence from his/her physician that immunization will be detrimental to his/her health. A student shall be excused from immunization for religious reason, upon the signing of a notarized form by the parent or guardian stating that the student has not been immunized because of religious beliefs.

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

Legal References:

RSA 141-C:20-a, Immunization

RSA 141-C:20-c, Exemptions

RSA 141-C:20-d, Exclusion During Outbreak of Disease

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

NH Code of Administrative Rules, Section Ed. 311.01, Immunization Program

Souhegan Cooperative School District

JLCC – Pediculosis Management

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

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

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

Legal References:

- RSA 200:32, Physical Examination of Pupils*
- RSA 200:38, Control and Prevention of Communicable Diseases: Duties of the School Nurse*
- RSA 200:39, Exclusion from School*
- American Academy of Pediatrics, Clinical report - Head Lice, August 2010*
- NH Department of Education, Frequently Asked Questions, Pediculosis*
- NH Department of Health and Human Services, Head Lice Fact Sheet*
- National Association of School Nurses Position Statement on Pediculosis*

Souhegan Cooperative School District

JLCF - WELLNESS POLICY

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

Goals:

1. The District shall teach, encourage, support and model healthy eating habits for students.
2. The District shall teach, encourage, support, and model age appropriate daily physical activity.
3. The District shall educate students, employees, school board and community members to the important benefits of a healthy lifestyle.
4. The Schools shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits such that 100% compliance is achieved no later than the 2011/2012 School Year.

Nutrition Guidelines:

The School District's nutritional standards are based upon standards established by the USDA. These nutrition guidelines apply to all foods sold to students on school grounds during the school day, including but not limited to, the school lunch program, foods and beverages sold in vending machines/school stores and fundraising efforts. As needed the SAU #39 Wellness Committee will request that the Superintendent notify each School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this Policy.

- A. School Meals** - School Meals served in New Hampshire School Administrative Unit 39 shall meet or exceed the nutrition requirements established by the USDA, laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer a variety of foods and choices for students. Nutritional information about school meals will be available for students and parents through menus, websites and other appropriate school media.

B. Meal Times and Scheduling

Schools *whenever possible*:

- Shall ensure students have sufficient time to eat breakfast and lunch in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004.
- Shall schedule meal periods at appropriate times in accordance with USDA recommendations. Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.
- Shall schedule lunch periods to follow recess periods.

- C. Food Sales** - All food items sold by the schools during the school day should meet or exceed nutritional standards established by USDA.

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary schools should be sold as balanced meals.

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, school stores, concessions, fundraising, etc.) to students during the school day, will meet the following nutrition and portion size standards:

Beverages:

Carbonated drinks and drinks with a sugar content that exceed USDA Guidelines will not be sold on school property during the school day.

Foods:

Any item sold individually:

- Shall meet or exceed nutritional guidelines established by the USDA
- Shall have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fats per serving;
- Shall contain no trans fats;
- Shall have no more than 35% of its *weight* from added sugars;
- Shall contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups;
- Shall contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables shall be offered for sale during the school day at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes

Limit portion sizes of foods and beverages sold individually to those listed below:

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

D. Fundraising Activities

To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) held during the school day will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold

individually. Schools will encourage fundraising activities that promote physical activity.

E. Rewards

Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

F. Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

G. School Store - Food and beverage items sold in the school store will meet guidelines of this policy.

Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.)

H. Extra-Curricular Meals –Arrangements may be made through the food service program to make food and beverage items that meet the guidelines of this policy available to students. Examples of activities include but are not limited to: Athletic teams and clubs.

I. Classroom Activities - Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area.

Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

Plan for Measuring Implementation:

The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this Policy. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the Superintendent. The SAU #39 Wellness Committee will periodically assess the nutrition and physical activity environment throughout the SAU and provide input to each Building Principal and the Superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this Policy. The Superintendent and Building Principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.

Community Involvement:

The District will participate in the SAU #39 Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the SAU. This group will assess progress on the current goal targets; recommend any new goal targets and identify strategies for achieving them. The committee will be appointed by the Chair of the SAU #39 School Board and consist of a well balanced group representing parents, students, the school's food service program, the School Board,

administrators, regular and wellness related faculty and staff as well as members of the public with wellness related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

NH Code of Administrative Rules, Section Ed. 303.01 (g), Substantive Duties of School Boards NH

Code of Administrative Rules, Section Ed. 306.11, Food & Nutrition Services

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

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



SOUHEGAN COOPERATIVE SCHOOL DISTRICT

NWEA ASSESSMENT PRESENTATION – NOVEMBER 2018



NWEA

2018 FALL NWEA MAP RESULTS



NWEA MAP OVERVIEW AND SCORE INTERPRETATION



Adapts to each student's learning level



Generates a RIT score for each student
(grade independent score - indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time)



Allows measuring and monitoring of student growth from year to year



Establishes a student's instructional level and identifies areas to focus on for growth



Allows comparison of a student's academic progress with other students
(norm referenced)



NWEA MAP READING

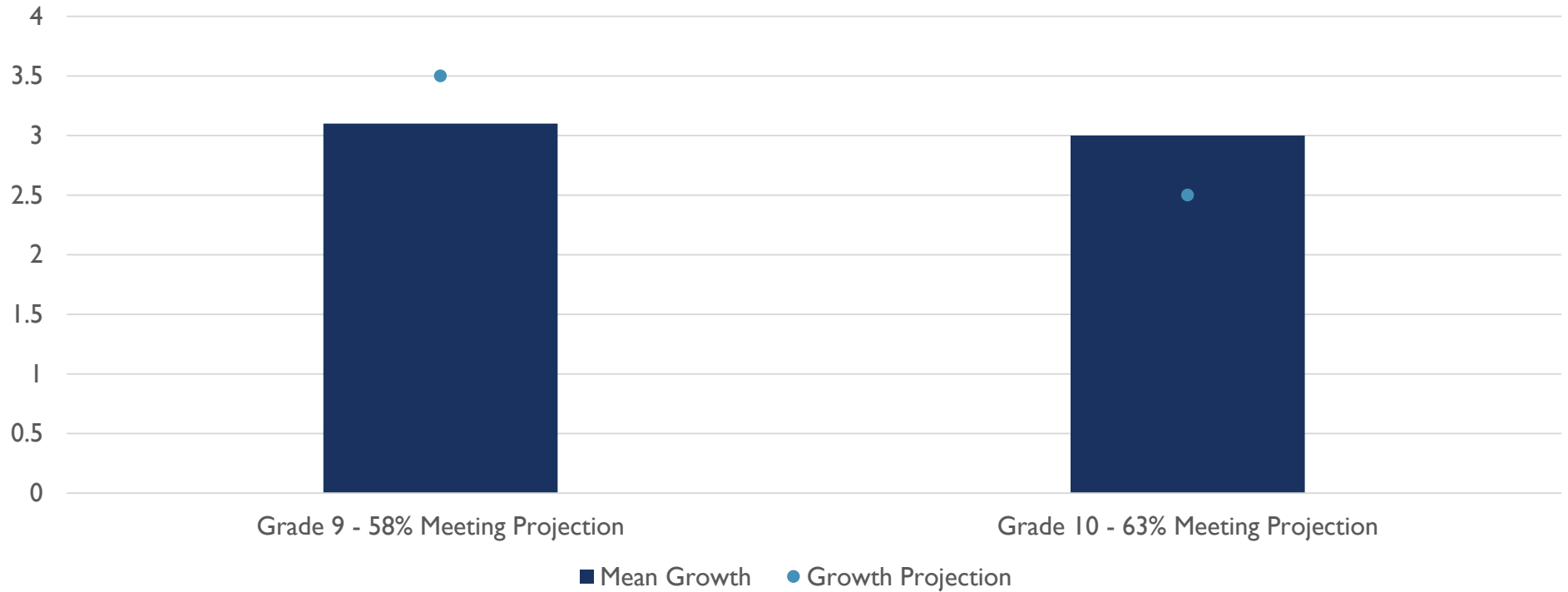
FALL 2018

Grade	Student Count	Mean RIT	Percentile
9	163	231.7	95 th
10	163	237.3	98 th

READING

**MEAN RIT
SCORES AND
PERCENTILES**

GROWTH SUMMARY READING – FALL 2017 – FALL 2018



PROJECTED PROFICIENCY – SAT – EVIDENCE BASED READING AND WRITING

Grade	Student Count	Not on Track Count	Not on Track Percent	On Track Count	On Track Percent
9	184	21	11.4%	163	88.6%
10*	176	12	6.8%	164	93.2%

**Grade 10 projected proficiency is based on grade 9 NWEA MAP results.*



NWEA MAP MATHEMATICS

FALL 2018

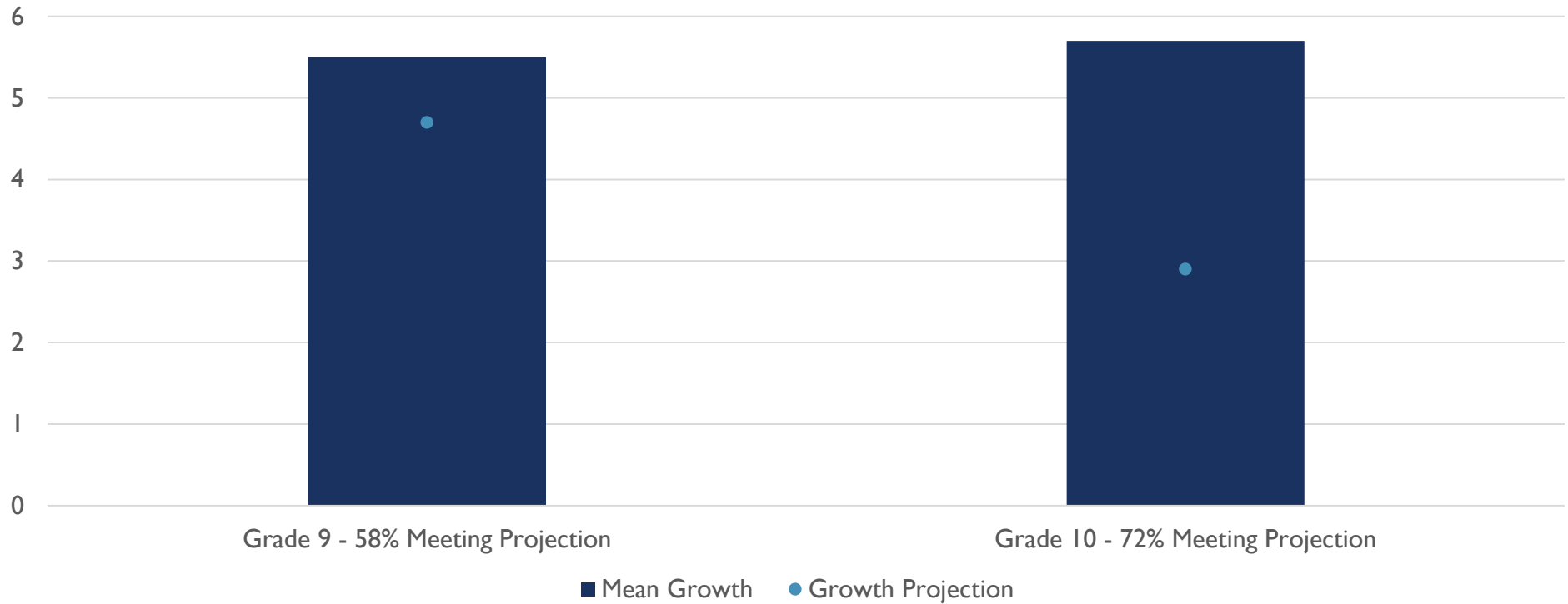


Grade	Student Count	Mean RIT	Percentile
9	163	244.0	94 th
10	163	250.3	98 th

MATHEMATICS

**MEAN RIT
SCORES AND
PERCENTILES**

GROWTH SUMMARY MATH – FALL 2017 – FALL 2018



PROJECTED PROFICIENCY – SAT - MATH

Grade	Student Count	Not on Track Count	Not on Track Percent	On Track Count	On Track Percent
9	184	70	38.0%	114	62%
10*	177	61	34.5%	116	65.5%

**Grade 10 projected proficiency is based on grade 9 NWEA MAP results.*



Reading and math achievement levels are high

Use projected proficiency data to provide additional supports to students not expected to meet proficiency on SAT (*Title I program*)



Strong growth (student and school growth) in both reading and math especially grade 10 (*grade 9 instruction*)
Budget for SAT prep program for students not meeting benchmark on PSAT



ANALYSIS OF RESULTS AND NEXT STEPS