

WAKEFIELD SCHOOL BOARD WORKSHOP
3-16-21 Public Minutes
Held in the Multi-Purpose Room and via Zoom
Approved

In attendance:

Board: Relf Fogg, Mary Collins, Bob Ouellette, Sheena Robbins and Caitlin Gelinas

Administration: Superintendent Jerry Gregoire, Financial Manager Michael O'Neill, Student Services Director Anne Kebler, Principal James Lampron via zoom

In person: Assistant Principal Jenn Spector. Mary Soares

Board Reorganization

Mr. Gregoire called the reorganizational meeting to order at 6:05. Those present joined in the flag salute. Mr. Gregoire introduced the two newly elected Board members. Caitlin Gelinas and Sheena Robbins. He then asked for nominations for Chairman.

Mr. Fogg made a motion, seconded by Mrs. Collins, to nominate Mr. Ouellette as Chair.

Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Ouellette took over as Chair at that point and asked for nominations for Vice-Chairman.

Mrs. Collins made a motion, seconded by Mrs. Robbins, to nominate Mr. Fogg as Vice-

Chair. Roll call: Ouellette aye, Robbins aye, Collins aye, Gelinas aye, Fogg abstain. (Vote 4-0-1)

Mr. Fogg made a motion, seconded by Mrs. Collins, to add Curriculum Development to the list of subcommittees. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Committees

Policy Committee:

Mr. Fogg made a motion, seconded by Mr. Ouellette, to nominate Mrs. Collins and Mrs. Robbins to the Policy Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Facilities Committee:

Mr. Ouellette made a motion, seconded by Mr. Fogg to nominate Mr. Ouellette and Mr. Fogg to the Facilities Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Transportation Committee:

Mr. Ouellette made a motion, seconded by Mrs. Robbins, to nominate Mr. Fogg and Mrs. Gelinas to the Transportation Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

CIP:

Mr. Ouellette made a motion, seconded by Mr. Fogg, to nominated Mrs. Collins and Mr. Ouellette as the alternate to the CIP Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Wellness:

Mr. Fogg made a motion, seconded by Mr. Ouellette, to nominated Mrs. Gelinas and Mrs. Robbins to the Wellness Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

PD:

Mr. Fogg made a motion, seconded by Mr. Ouellette, to nominated Mrs. Gelinas and Mrs. Robbins as the alternate to the Professional Development Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Negotiations:

Mr. Ouellette made a motion, seconded by Mrs. Fogg, to nominated Mr. Fogg and Mrs. Robbins to the Teacher Negotiations Committee.

Mr. Fogg talked about the importance of consistence for negotiations. Teams sometimes capitalize on the inexperience from Board members. It is critical to be a strong negotiator. **Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)**

Mr. Ouellette made a motion, seconded by Mrs. Fogg, to nominated Mr. Fogg and Mrs. Robbins to the Para Negotiations Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Gelinas to nominated Mrs. Collins as an alternate to the Teacher and Para Negotiations Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Budget:

Mr. Ouellette made a motion, seconded by Mrs. Robbins, to nominated Mr. Fogg to the Budget Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Robbins to nominated Mr. Ouellette as an alternate to the Budget Committee. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mr. Ouellette, to nominated Mrs. Collins to the Tech Committee and Mr. Ouellette as the alternate. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Curriculum Development:

Mr. Fogg made a motion, seconded by Mr. Ouellette, to nominate Mrs. Gelinas and Mrs. Collins to the Curriculum Committee and also Mrs. Robbins as the alternate. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Ouellette made a motion, seconded by Mr. Fogg, to divide the Board stipends evenly at \$1,100 each for this coming fiscal year only. Roll call: Ouellette aye, Robbins nay, Collins nay, Fogg aye, Gelinas aye (Vote 3-2)

Public Comment

Mr. Kearns welcomed the new Board members.

Consent Agenda

Mrs. Robbins made a motion, seconded by Mrs. Collins, to approve the Consent Agenda. Mrs. Robbins asked a couple of general questions and Mr. O'Neill answered them. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg nay, Gelinas aye (Vote 4-1)

Enrollment is 466 students

Meeting Minutes

Mr. Fogg made a motion, seconded by Mrs. Collins, to approve the sealed minutes of January 29th, February 17th, 24th and March 2nd. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas abstain (Vote 4-0-1)

Mr. Fogg made a motion, seconded by Mrs. Collins, to approve the public minutes of February 24th and March 2nd. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas abstain (Vote 4-0-1)

The Board will look at five sets of sealed minutes, from back as far as 2013, at the first meeting of every month in non public to decide to open them to the public or reseal them. There has not been a system in place to unseal minutes. There will be going forward through the Superintendent's office.

Reports

Student Services Report

Wakefield School District Special Education Policies and Procedures Manual Section 8 PUPIL EVALUATION TO PLACEMENT

The Wakefield School District implements the Special Education Process utilizing the following sequence:

- a) Referral
- b) Evaluation
- c) Determination of eligibility
- d) Development and approval of IEP;
- e) Placement
- f) Ongoing monitoring of the IEP; and
- g) Annual review of the IEP

REFERRAL (Ed 1106)

Any student age 2.5 to 21 years suspected of having a disability may be referred to the District by parents, District personnel, or any other concerned party. A child's parents may also contact their child's teacher(s) or other school professional to request an evaluation. This request may be verbal or in writing; however, parents will be asked to place their request in writing and submit it to the building principal (or designee). Assistance in completing this written request shall be available to parents upon request.

Upon receipt of a referral from someone other than a parent, and prior to the evaluation of a child suspected of being a child with a disability, the District shall immediately send written notification of the referral to the parent. Procedural Safeguards will be included with the parent notification.

A meeting will be scheduled and held within 15 calendar days of receipt of the referral to review the referral and determine the appropriate course of action. At a minimum, the following people shall be invited to be part of the referral team:

- One or both of the student's parents, guardian, and/or surrogate parent
- A representative of the School District other than the student's teacher who is qualified to provide or supervise the provision of special education services
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- Not less than one special education teacher or, when appropriate, not less than one special education provider of the child
- The student (if on the age of majority) and where otherwise appropriate
- Other individuals at the discretion of the parent or School District who have knowledge or expertise regarding the child

This District representative shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, knowledgeable about the general curriculum, and knowledgeable about the availability of District resources.

The team will review concerns raised in the referral and decide which of the following actions should occur.

1. Determination that student is not suspected to be a child with a disability

- a. The IEP team considers information available, including parent concerns, and determines that no evaluation is needed.
- b. The IEP team may recommend intervention strategies to be used in the regular class or other District options (*SAT Team; 504 Team, etc.*).
- c. The IEP team shall document its decision in meeting notes and Written Prior Notice.

2. Determination that child may be a child with a disability

- a. The IEP team considers information available, including parent concerns, and determines that further evaluation is needed to address concerns and determine if the child is eligible for special education and related services.
- b. The IEP team may request additional information from outside sources. Parents will be asked to provide written consent for the District to obtain this information.
- c. The IEP team shall document its decision(s) in meeting notes and Written Prior Notice, and request written parental consent for evaluation.

In either situation, if the child's parent disagrees with the team's disposition of the referral, the parent or District may activate the due process procedures (described in Appendix B – Complaint/Dispute Resolution Procedures; Ed 1120). The District shall comply with federal and state law and regulations when accepting referrals and transitioning children from early supports and services programs to preschool programs.

EVALUATION (Ed 1107)

When the team determines that additional information is necessary, a full and individual evaluation is provided to determine if the child is a "child with a disability" and to determine the educational needs of the child. The IEP team plans initial evaluations and re-evaluations, and parents are active participants in the evaluation planning process. Evaluations will be provided based on the suspected disability (or disabilities), and in accordance with the NH Rules. The child's educational history shall be reviewed, including identification of the child's past opportunities to have acquired important skills and information.

The District shall comply with state and federal laws and regulations relative to initial evaluations, evaluation procedures and re-evaluations, including the additional procedures required for evaluating children with specific learning disabilities.

Written parental consent is required in order for the District to conduct evaluations as a part of an eligibility determination. If a parent refuses consent to a proposal included in Ed 1120.04(a)(1) the district shall have the authority to pursue the initiation of a due process hearing under ED 1123. (Ed 1120.05 (c)) Written parental consent shall also be required for individual evaluations that are necessary to further diagnose the needs of a child who has previously been determined to be a child with a disability.

The District shall complete all evaluations within 45 calendar days of receipt of written consent from the parent. When circumstances warrant additional time to complete evaluations, only one extension of UP TO 15 days may be granted upon written consent of the parties. A copy of this written agreement will be placed in the child's confidential file with the signed permission to test. When an extension is requested, the team shall make every effort to complete the evaluation in the shortest amount of time possible.

If a child with a disability moves into the District from another NH District his/her disability identification will be honored without delay.

If the child is moving into the District from another state, an IEP team meeting will be convened as soon as possible to review the types of evaluations that have previously been conducted and to plan any further evaluations necessary to determine eligibility in accordance with the NH Rules. If evaluations are not sufficient or current, further evaluations will be conducted as per team agreement. Formal eligibility as a child with a disability, as defined in the NH Rules, shall be determined within 45 calendar days of receipt of parental permission to evaluate. The student will receive special services in accordance with the out of state IEP during this interim period.

The District shall ensure that evaluation materials and instructions are presented in the child's native language or other mode of communication and in the form most likely to yield information on what the child knows, and can do academically, developmentally and functionally, unless it is clearly not feasible. Standardized tests and materials in the child's native language shall be used whenever possible. If it is not possible to administer a test in this manner, the test will not be used.

Examiners shall be responsible for selecting current assessment tools that have been demonstrated to be reliable and valid. The District shall periodically review and consistently update test materials to the most current editions. Examiners shall be expected to use all test materials for their intended purpose. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report. The District shall ensure that all evaluators are qualified according to the NH Rules. (See Table 1100.1) Each evaluator shall prepare a test report reflecting the data and their conclusions.

DETERMINATION OF ELIGIBILITY (Ed 1108)

Upon the completion of the administration of tests and other evaluation materials, a team of qualified professionals and the parent of the child will meet to review the results and recommendations of the evaluations and to determine whether the child is a child with a disability and that the child requires specialized instruction. At this meeting, team members will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. They must ensure that the information obtained from all of these sources is documented and carefully considered. The team will complete a written summary containing the results of the various diagnostic findings and forward a copy of the report to the parent and maintain a copy for the child's records. The report shall include, at a minimum:

1. The results of each evaluation procedure, test record, or report;
2. A written summary of the findings of the procedure, test, record, and/or report; and
3. Information regarding the parent's rights of appeal in accordance with the NH Rules - Ed 1120 and a description of the parent's right to an independent evaluation in accordance with the NH Rules - Ed 1107.03.

Upon request from parents, the District shall provide access to test results and other relevant educational records 5 days prior to the IEP team meeting. (Ed 1107.04 (d))

A child may not be determined to be eligible if the determining factor for that eligibility decision is lack of instruction in reading or math, limited English proficiency, or the child does not otherwise meet the eligibility criteria under state guidelines. If a determination is made that a child has a disability and needs special education and related services, a meeting to develop an IEP shall be conducted within 30 calendar days of the eligibility meeting.

Additional Procedures for Evaluating Children with Specific Learning Disabilities (CFR 300.307)

Evaluation requirements for Children with Specific Learning Disabilities (Ed. 1107.02)

- (a) For purposes of evaluating whether a child has a specific learning disability one or more of the following criteria shall be used:
 - (1) A discrepancy model between intellectual skills and achievements;
 - (2) A process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures described in 34 CFR 300.307 (a)(2); and
 - (3) Other alternative research-based procedures as described in 34 CFR 300.307 (a)(3),
- (b) Each DISTRICT shall adopt a policy describing the evaluation procedures and standards that will be used to evaluate whether a child has a specific learning disability.

When a child is suspected of having a specific learning disability, the District shall comply with the additional evaluation requirements for this disability category.

- A. A group may determine that a child has a specific learning disability if
- The child does not achieve adequately for his/her age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards: Oral Expression
 - Reading Fluency Skills
 - Listening Comprehension
 - Reading Comprehension
 - Written Expression
 - Mathematics Calculation
 - Basic Reading Skill
 - Mathematics Problem Solving
1. The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above when using a process based on his or her response to scientific, research-based intervention, or
 2. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, and
 3. The group determines that the evaluation findings are not primarily the result of:
 - A visual, hearing, or motor impairment;
 - Mental retardation;
 - Emotional disturbance;
 - Cultural factors;
 - Environmental or economic disadvantage; or
 - Limited English proficiency.

The NHDOE clarifies that the initial evaluation of a child suspected of having a learning disability requires an intelligence test. Also required: academic achievement, observation, vision and hearing.

5. Teams must consider the student's achievement measured against expectations for the child's age and grade level standards/expectations set by the state.

- B. In order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of its evaluation:
1. data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; and
 2. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
- C. The District shall promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and shall adhere to the established timeframes (unless extended by mutual written agreement of the child's parents and the District)
1. if, prior to a referral, the child has not made adequate progress after an appropriate period of time when provided instruction; and
 2. whenever a child is referred for an evaluation.

Observation:

- A. At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.
- B. The district must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- C. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

Written Report:

- A. For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility shall include a statement of:
1. Whether the child has a specific learning disability;
 2. The basis for making the determination;
 3. The relevant behavior noted during the observation of the child;
 4. The relationship of that behavior to the child's academic functioning; and educationally relevant medical findings, if any;

5. Whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards; and the child does not make sufficient progress to meet age or State-level standards, or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, State-approved grade level standards or intellectual development.
6. The determination of the group concerning the effects of visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level (300.311); and
7. If the child has participated in a process that assesses the child's response to scientific, research-based intervention-strategies uses, data collected, strategies for increasing learning, and parents right to request an evaluation

B. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her concerns.

RE-EVALUATION

The District shall ensure that a re-evaluation of each child with a disability is conducted at least once every three years or sooner if the child's parent or teacher requests a re-evaluation.

The IEP team, including parents as active participants and other qualified professionals as appropriate, shall plan re-evaluations. The Team may determine that previous assessments used to determine eligibility are still considered to be valid. Such decisions must be documented in the Written Prior Notice form.

INDEPENDENT EDUCATIONAL EVALUATIONS (Ed 1107.03)

Parents of a child with a disability have the right to obtain an independent educational evaluation at public expense if they disagree with an evaluation conducted by the District. If parents request an independent educational evaluation at public expense, the District: shall either initiate a due process hearing to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at public expense, unless it has demonstrated at a hearing that the evaluation obtained by the parent does not meet the District's criteria.

The District may ask for the reason why parents object to the District's evaluation; however, the explanation shall not be required and the District shall not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the District's evaluation.

If a parent obtains an independent educational evaluation at private expense, the District shall consider the results of the evaluation if it meets the District's criteria. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. The agency criteria, determined by the District, shall not be so restrictive that it effectively prohibits parent choice Ed 1107.03(c)). Results of an independent evaluation obtained at parents' expense may be presented as evidence at a hearing regarding the child.

DEVELOPMENT OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) (Ed 1109)

A meeting to develop an Individualized Education Program (IEP) for the child shall be conducted within 30 calendar days of a determination that the child needs special education and related services. For previously identified children with disabilities, the IEP must be in place at the beginning of the school year.

The District shall take steps to ensure that one or both of the child's parents attend each IEP meeting or are afforded the opportunity to participate. IEP meetings will be scheduled during the day at a mutually convenient time and place. The District shall ensure that parents of a child with a disability receive written notice no fewer than 10 calendar days before an IEP meeting is to occur. The notice shall include the purpose, time, location, and identification of the participants. The 10-day notice requirement may be waived with the written consent of the parent or upon the written request of the parent. If the parent is unable to attend a meeting, they may ask for it to be rescheduled or held in a different location. The District shall consider alternative ways for a parent to participate if he or she is not able to physically attend a meeting, such as a telephone conference call. If for some reason parents cannot take part in scheduled meetings, documentation of the attempts made to include the parent shall be kept.

THE IEP TEAM (Ed1103.01 (a))

A team approach shall be used to develop an IEP for each child with a disability. The IEP team shall include*:

1. The parents of the child
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child
4. A representative of the public agency who
 - b. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities

- c. Is knowledgeable about the general curriculum; and
 - d. Is knowledgeable about the availability of resources of the public agency
5. An individual who can interpret instructional implications of evaluation results,
6. Other individuals who have knowledge or special expertise regarding the child (at the discretion of the parent or school District),
7. Transition service representative if applicable
8. If appropriate, the child.

A team member may be excused from the whole or part of the meeting if the parent and the District agree the member's area of curriculum or related services is not being modified or discussed. The district or parent shall notify the other party **72 hours** before a scheduled meeting or upon learning of the expected absence of a team member, whichever is earlier. (Ed 1103.01 (d))

The team member may be excused only if the parent and the district provide written consent to the excusal. The team member must submit written suggestions about the development of the IEP to the parent and IEP team prior to the meeting.

In the case of a child who was previously provided services Early Supports and Services (Part C of the IDEA), an invitation to the initial IEP Team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.

Team members may, at times, fulfill more than one role. IEPs shall be developed collaboratively and include all necessary components as designated in state and federal laws and regulations. Transition goals, related services and/or supports shall be included in the discussion and incorporated into the IEP as appropriate. This includes transition to adult life as well as transitions from grade to grade, school to school or from one agency to another. Necessary supports to ensure successful transitions will be documented.

When a vocational education component is being considered for a child with a disability, vocational assessment(s) shall be administered to the child by diagnosticians qualified as specified by the publisher of the assessment. The IEP team membership shall include an individual knowledgeable about the vocational program(s) being considered. If the IEP team determines that vocational education is to be provided, a vocational education component shall be included as an integral part of the IEP. Goals and objectives, as well as any appropriate accommodations and/or modifications, will be developed for the IEP unless the student will participate in the vocational class/program without the need for modifications. Transition goals related to vocational programming will be reflected in the Individual Transition Plan and in the summary of the child's academic achievement and functional performance (completed before graduation from secondary school with a regular diploma or exceeding the age of eligibility for FAPE).

The District shall ensure that each child with a disability has access to appropriate instructional equipment and materials for the proper and timely implementation of the IEP, including assistive technology devices or aids.

The District shall provide each teacher and service provider listed as having responsibilities for implementing the IEP with a copy of the complete IEP for working and monitoring purposes. In addition, the DISTRICT shall provide a private school or non-district provider responsible for implementing the IEP with a copy of the IEP on or before the first day of placement. The NHDOE interprets this to mean a paper copy. (Ed 1109.04)

The District shall maintain written evidence documenting implementation of the child's IEP, including, but not limited to (Ed 1109.04 (b):

1. all special education and related services provided;
2. any supplementary aids and services provided;
3. program modifications made; and
4. supports provided for school personnel implementing the IEP.

The IEP team shall determine the appropriate duration of an IEP, which shall not exceed 12 months. The IEP shall be reviewed at least annually and, if necessary, revised. The DISTRICT shall conduct annually, at or near the end of the term of the IEP, a meeting for the purpose of assessing the effectiveness of the present program, and to design an IEP, including Extended Year Services if determined by the IEP team to be necessary for FAPE.

The District shall seek to obtain informed consent from a parent on the IEP before providing special education and related services to a child.

If at any time subsequent to the initial provision of special education and related services, the parent of the child revokes consent in writing for the continued provision of special education of special education and related services, the district:

- may not continue to provide special education and related services to the child;
- will provide a written prior notice before ceasing the provision of special education and related service;
- will not use the mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
- will not be considered in violation of the requirement to make FAPE available to the child; and
- need not convene an IEP Team meeting or develop an IEP for the child.

If a parent refuses to consent to the provision of special education and related services other than initial provision of such services, the District shall initiate a due process hearing as specified in Ed 1123.

At any time, the parent or District can request another meeting to discuss any areas of concern regarding provisions in the IEP.

IEP DEVELOPMENT FOR STUDENTS WHO TRANSFER

If a child with a disability who had an IEP that was in effect in a previous New Hampshire school district transfers to the Wakefield School District during the same year, the District shall consult with the child's parents and provide services comparable to those described in the child's IEP from the previous District, until it either adopts the child's previous IEP, or develops, adopts and implements a new IEP for the student.

If a child with a disability transfers from a district outside of New Hampshire, the Wakefield School District shall additionally determine if an evaluation is necessary in order to complete the previously described IEP process for the new student. The District shall provide a free appropriate public education, including services comparable to those described in the child's IEP from the previous District during this process.

MONITORING AND RE-EVALUATION (Ed 1109.06)

The District shall develop and implement procedures to ensure that IEPs are monitored in a regular and systematic manner. Student progress shall be monitored continually so that adjustments can be made as needed to ensure that each student is progressing adequately toward the goals and benchmarks/objectives in his or her IEP. Progress shall be monitored in accordance with the IEP through a variety of means such as consultation, observation, work samples and post testing. Parents will be notified of their child's progress throughout the year at least as often as parents of children without disabilities are notified of their child's progress. If a student is not progressing adequately toward the goals and benchmarks/objectives in the IEP, a meeting shall be called to discuss possible IEP or program adjustments which may facilitate progress. Conversely, if a student has met or exceeded the goals and benchmarks/objectives in the IEP, the IEP will be amended to reflect new goals.

The IEP team may be reconvened at any time to review the provisions of the IEP. The DISTRICT shall, upon a written request for an IEP team meeting, schedule a mutually agreeable time and date, convene the IEP team, or provide the parent/guardian/adult student with written prior notice detailing why the DISTRICT refuses to convene the requested meeting. All of the above must be completed within 21 days.

Both IDEA (34CFR300.324 (a)(4)) and NH Rules allow the parents and district to agree to amend or modify the IEP without a meeting and to develop a written plan to amend or modify the IEP which must be shared with all EP team members.

PLACEMENT OF CHILDREN WITH DISABILITIES

The District shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities shall be educated with children who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the uses of supplementary aids and services cannot be achieved satisfactorily.

IEP Team

The IEP Team (including the parents) shall make placement decisions in accordance with state and federal laws and rules. For each child with a disability, the IEP team shall include*:

1. The parents of the child
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child
4. A representative of the public agency who
 - a. is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities
 - b. is knowledgeable about the general curriculum; and
 - c. is knowledgeable about the availability of resources of the public agency
5. Other individuals who have knowledge or special expertise regarding the child (at the discretion of the parent of school District),
6. Transition service representative if applicable
7. If appropriate, the child.

Placement Decisions (Ed 1111)

The decision where a child with a disability receives supports and services shall occur after the development and approval of the individualized education program (IEP). The placement decision shall be based on the unique educational needs of the child as specified in the individualized education program and the requirements for placement in the least restrictive environment.

In making placement decisions, the IEP team shall:

1. Draw upon information from a variety of sources, including but not limited to aptitude and achievement tests and teacher recommendations;
2. Consider information about the student's physical condition, social or cultural background, and adaptive behavior;
3. Ensure that information obtained from all of these sources is documented and carefully considered;
4. Ensure that the placement decision is made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
5. Each DISTRICT shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private providers of special education, are educated with children who do not have disabilities and that, consistent with 34 CFR 300.114, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Ed 1111.01 (a))

The District shall offer a continuum of alternative learning environments from least restrictive to most restrictive. These learning environments shall range from regular classes to a home environment and shall be available for children with disabilities including children of preschool age. Supplementary services shall be provided in conjunction with regular class placement.

Each child's educational placement shall be reviewed annually and shall be based on his/her individualized education program (IEP). The placement shall be as close as possible to the child's home. If possible, a child with a disability shall be educated in the school he/she would attend if a disability did not exist. The least restrictive environment shall be selected with consideration given to any potentially harmful effects to the child or on the quality of services described in the child's individualized education program.

The District shall ensure that children with disabilities participate with non-disabled peers, to the maximum extent possible, in non-academic activities such as recess, lunch and specials (art, music).

The District shall ensure that parents are afforded the same notification for placement meetings as they receive for IEP meetings, including a minimum of 10-day notice, unless the 10-day notice requirement is waived in writing. Special education placements shall require written consent from parents prior to implementation and shall be determined at least annually.

Graduation from high school with a regular high school diploma shall constitute a change in placement, requiring written prior notice and parental consent. Graduation from high school with a regular high school diploma does not however, require evaluations to discharge from special education services. A summary of performance shall be developed by the student, IEP team and parents to facilitate information sharing after the student leaves school.

HOME INSTRUCTION

The District shall provide students with home instruction as follows:

1. Preschool students with disabilities may receive all or a portion of their special education program at home depending upon the need as specified in the IEP.
2. Children with disabilities ages 6-21 may receive a home instruction program on a temporary basis. Such programs shall minimally include 10 hours per week of specially designed instruction as specified in the student's IEP and shall also include educationally related services as specified in the child's IEP. Related services to be provided shall be in addition to the 10 hours of specially designed instruction. Services shall be implemented by qualified personnel.
3. Home instruction for children at least 6 years of age but less than 21 years of age shall offer access to the general curriculum and allow students to participate with non-disabled children to the maximum extent appropriate to the need of the student.
4. Except as noted in Ed. 1111.05, temporary home-based programming shall not exceed 45 days in a school year.
5. Home-based programs described in Ed. 1111.05(c) shall not include parent designed home education programs as authorized in Ed 315.
6. A child with a disability who is in a hospital or institution shall receive special education or special education and educationally related services in that setting.

When rare, unusual, and extraordinary circumstances are such that it may be appropriate to implement the IEP for a child with a disability at home for more than 45 days of a school year, the District shall submit all required information, including the child's IEP, minutes of the IEP team meeting at which the decision to implement the home instruction was made, to the State Director of Special Education for review at least 10 days prior to the 46th day of the home based program. A written plan for transition of the child into a less restrictive environment shall be developed and submitted as part of this process.

EXTENDED SCHOOL YEAR SERVICES (ESY) (Ed 1110)

Extended school year services are special education and related services provided to a child with a disability beyond the normal school year and in accordance with the child's IEP, and at no cost to the parents of the child. The District shall ensure that ESY services will be available as necessary to provide each child with a disability a free, appropriate public education.

The child's IEP team shall determine the child's need for extended school year services. The District shall not limit extended school year services to particular categories of disability or unilaterally limit the type, amount or duration of those services. The District shall provide extended school year services at times during the year when school is not in session, if determined by the IEP team to be necessary for the provision of FAPE and shall not limit ESY services to the summer months.

NOTE: ESY services provided in non-special education or non-district programs shall be supervised on site by appropriately certified district personnel no less than once a week. (Ed 1110.01 (c)) The certification requirements for ESY personnel are the same as during the school year.

CONTINUUM OF EDUCATION ENVIRONMENTS

The following is a list of the educational environments to be considered when making placement decisions after agreement to the Individualized Education Program (IEP). The IEP Team shall keep in mind that all children with disabilities must be placed in the least restrictive environment for implementing the student's specialized instruction as detailed in their IEP.

Regular Classroom: A child with a disability attends regular class with supports and services required by the IEP.

Regular Classroom with consultative assistance: A child with a disability with assistance being provided to the classroom teacher by consulting specialists.

Regular classroom with assistance by specialists: A child with a disability attends a regular class with services provided to the child by specialists.

Regular classroom plus resource room help: A child with a disability attends a regular class and receives assistance at or through the resource room program.

Regular classroom plus part-time special class: A child with a disability attends a regular class and a self-contained special education classroom.

Full-time special class: A child with a disability attends self-contained special class full-time.

Full-time or part-time special day school: A child with a disability attends a publicly or privately operated special day program full-time or part-time.

Full-time residential placement: A child with a disability attends a publicly or privately operated residential program full-time.

Home Instruction: A child with a disability receives all or a [portion of her/his special education program at home in accordance with Ed 1111.05.

Hospital or institution: A child with a disability receives special education while in a hospital or institution.

For a complete description of the above placement options, see the NH Rules - Ed 1111.01(b), **Table 1100.4** Continuum of Alternative Learning Environments.

Preschool children shall be educated in a setting that is appropriate to implement the IEP or IFSP. (Ed 1111.02 (b)) Preschool children with disabilities may receive their special education program in any of the settings listed below. (Ed 1111.02 (c) and Table 1100.3 Continuum of Alternative Learning Environments – Pre-school)

Early childhood program: A preschool child with a disability attends an early childhood program.

Home: A preschool child with a disability receives all or some of his/her supports and services in the child's home.

Special education program: A preschool child with a disability attends a special education program.

Service Provider Location: A preschool child with a disability receives supports and services from a service provider.

Separate school: A preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.

Residential facility: A preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

Mr. Fogg asked if parents didn't want the referral to go forward what happens? Mrs. Kebler said the referral doesn't go forward but data gathering continues. The procedural safeguards will be brought to the Board when Mrs. Kebler presents more of this manual. Mrs. Gelinas asked more about referrals. Mrs. Robbins asked about intervention strategies. She recommended a change in the manual not to include examples. Mrs. Robbins is the 504 Coordinator in her district and questioned some of the language. Mrs. Kebler said she likes the regular ed teachers to be active participants in IEP eligibility meetings. Mrs. Gelinas had more questions concerning working with children before IEP's are finalized as we do in Wakefield. This is done differently in other districts where she has worked. Appendixes will be discussed at the May 18th. Mrs. Robbins asked about the change in calendar days of 45 days to determine IEP eligibility. Mrs. Kebler said they are researching this time frame.

The Financial paperwork was sent to the Board and will be discussed at the next meeting.

Old Business

Job Descriptions

Mr. Gregoire said that the job descriptions the Board has in front of them are what he believes are jobs the SAU needs to function properly. Critical is the Account Assistant job description as Mr. O'Neill has presently taken over all the jobs of this position. He doesn't want to hire someone for this position this year and have the job change or the pay decrease next year. Rather than hire a temp he has spoken to Mrs. D'Agostino and she is willing to come in to cover this position. Hours and pay have not been determined. This will allow the new Superintendent to hire as they see fit. He said she is already working for us now wrapping up the budget and getting things off to the State. Mrs. Lambert has a background in payroll and Mr. Gregoire has given her this duty along with a pay increase because for the added responsibility. Mr. Gregoire explained the breakdown of the duties. Three people have to touch the grants prior to them going to the State. There is some needed redundancy. He said they will need to look at hiring a fulltime Student Services Director which will be combined with the Coordinator position. He discussed an overview of the different job descriptions. Mr. O'Neill said the initial source for all the job descriptions came from the Withdrawal Committee [*sic*] Transition Team.

New Business

Mr. Ouellette announced that our new part time superintendent is Pamela Stiles and he welcomed her to SAU 101. She will begin on July 1st. Mr. Gregoire will reach out to Mrs. Stiles to bring her up to speed and hand over some paperwork. Mr. O'Neill will send the packet of job descriptions so she can look them over and give her input. Mr. Fogg thanked Mr. Gregoire for his time at Paul School and SAU 101.

Mr. Gregoire said the Superintendent and the Student Services Director are the only ones who have the expectations of Ed:506 as they are the only certified personnel. Mrs. Kebler said the Student Services Director job covers much more than Special Ed. Mr. Fogg asked Mrs. Kebler if she thought looking at the job description, that it was overwhelming. She said it's a big job, it's her job plus Special Ed. She said it's doable. Mrs. Robbins asked what support job would this position have? Mr. Gregoire said, an administrative position within the school, a Special Ed Secretary who also supports the Guidance Counselor and Social Worker. There is much more work done for Special Ed by this secretary. Mr. O'Neill explained his job description.

Mr. Gregoire said that the numbers for next year for the Superintendent and Financial Manager lines have been considerably overdrawn for next year. This will have to be addressed next year in the bottom line. Mrs. Robbins asked if there would be additional positions at the SAU besides the five positions they have in their packets. Mr. Gregoire said an additional person within the school to look at grants could be paid out of the Indirect Costs as a stipend position for all the Title Grants. Mr. Gregoire said we don't need to apply for Title grants. Mrs. Kebler said right now we have ten grants. Mr. Gregoire explained the financial charts showing the amounts that will be over budget next year.

										21.02%			
										14.06%	7.65%		
													REVISED
FUNCTION	DESCRIPTION	DAYS PER YEAR	HOURS PER DAY	HOURLY RATE	FY22 BUDGET SALARY	HEALTH	DENTAL	RETIREMENT	FICA	TOTAL BENEFITS	TOTAL 03.09.21		
	2320 SAU ADMINISTRATION												
	Superintendent	0.00	0.00	0.00	87,000			0	6,656	16,856	103,856		
	<u>Support Staff</u>												
	Administrative Assistant	260.00	8.00	19.00	39,520			5,557	3,023	17,097	56,617		
Restructure Position	Student Services/Grant/Administrative Assistant	260.00	2.00	0.00	0			0	0	0	0		
	Salary + Benefits Sub-Total				126,520	17,533	1,184	5,557	9,679	33,952	160,472		
	All Other Expenditures - Sub-Total										20,700		
	2320 - SAU ADMINISTRATION - TOTAL				126,520	17,533	1,184	5,557	9,679	33,952	181,172		
	2510 FISCAL SERVICES												
	Business Administrator				80,000			16,816	6,120	24,436	104,436		
	<u>Support Staff</u>												
	Accounting Assistant	260.00	8.00	11.65	24,232			3,407	1,854	13,778	38,010		
Restructure Position	Human Resource/Payroll Coordinator	260.00	7.00	0.00	0			0	0	0	0		
Restructure Position	Student Services/Grant/Administrative Assistant	260.00	3.00	0.00	0			0	0	0	0		
	Salary + Benefits Sub-Total				104,232	9,425	592	20,223	7,974	38,214	142,446		
	All Other Expenditures - Sub-Total										34,572		
	2510 - FISCAL SERVICES				104,232	9,425	592	20,223	7,974	38,214	177,018		
	TOTAL SAU EXPENDITURES				230,752	26,958	1,776	25,780	17,653	72,166	358,190		

											21.02%			
											14.06%	7.65%		
														REVISED BUDGET TOTAL CHANGE 03.09.21
FUNCTION	DESCRIPTION	DAYS PER YEAR	HOURS PER DAY	HOURLY RATE	FY22 BUDGET SALARY	HEALTH	DENTAL	RETIREMENT	FICA	TOTAL BENEFITS				
2320	SAU ADMINISTRATION													
	Superintendent	0.00	0.00	0.00	(17,000)			0	(1,301)	(11,501)	(28,501)			
	Support Staff													
	Administrative Assistant	260	8	19.00	(4,160)			(585)	(318)	(903)	(5,063)			
Restructure Position	Student Services/Grant/Administrative Assistant	260.00	2.00	0.00	7,800			0	597	597	8,396.70			
	Salary + Benefits Sub-Total				(13,360)	(9,608)	(592)	(585)	(1,022)	(11,807)	(25,167)			
	All Other Expenditures - Sub-Total										0			
2320 - SAU ADMINISTRATION - TOTAL					(13,360)	(9,608)	(592)	(585)	(1,022)	(11,807)	(25,167)			
2510	FISCAL SERVICES													
	Business Administrator	0.00	0.00	0.00	(19,000)			(16,816)	(1,454)	(18,270)	(37,270)			
	Support Staff													
	Accounting Assistant	260.00	8.00	11.65	5,070			713	388	(5,824)	(754)			
Restructure Position	Human Resource/Payroll Coordinator	260.00	7.00	0.00	34,580			4,862	2,645	16,024	50,604			
Restructure Position	Student Services/Grant/Administrative Assistant	260.00	3.00	0.00	11,700			0	895	895	12,595			
	Salary + Benefits Sub-Total				32,350	1,000	592	(11,241)	2,475	(7,174)	25,176			
	All Other Expenditures - Sub-Total										0			
2510 - FISCAL SERVICES					32,350	1,000	592	(11,241)	2,475	(7,174)	25,176			
TOTAL SAU EXPENDITURE CHANGE					18,990	(8,608)	0	(11,826)	1,453	(18,981)	9			

Teacher Nominations

Mr. Fogg asked if the Board was able to review the evaluations. Mr. Gregoire said that is not the privy of the Board. There was conversation about how the Board knows teachers were evaluated and how remote teachers were evaluated. Mrs. Collins asked that this be done at the next meeting. **Mr. Fogg made a motion to table this.** Mr. Gregoire said staff have to have their contracts by April 15th. He questioned the lack of trust for the administrators. Mr. Fogg said we have heard grievances that evaluations have not been done.

Mrs. Robbins made a motion, seconded by Mrs. Gelinas, to accept the nominations as presented.

Mr. Fogg said there was a motion to table. Mrs. Gelinas asked that the if the Board could see something signed by teachers and the evaluator that says the evaluation was done? Mr. Fogg will agree to her suggestion as that's what the policy commands. There was a conversation amongst Board members about trusting the process and moving forward or insisting on verification of that process. Mrs. Collins was told that some teachers have not been evaluated so she is concerned. Mr. Gregoire said evaluations have been done but not delivered to teachers, that's a process that occurs over the next couple of months. He said they do their observations and enter the information on a sheet so they can have a discussion. He said the evaluation is a whole collection of observations. They will spend more than an hour with most of the teachers going over their evaluation. There may be additional meetings as there may be a disagreement on a certain score for a particular performance. They don't have their evaluation in hand but it leads to the nomination tonight. Mrs. Spector said that the contract specifies the number 80 minutes that have to be met in order to complete their evaluation. She said she and Mr. Lampron have completed all the observations for every teacher and met with them all. She said that the checklist near all names show that they have done this for all of the teachers. Giving them their evaluation is a whole separate thing. The evaluation is based on all the observations.

Mr. Fogg said according to Robert's Rules of Parliamentary Procedure, which we follow, it says when there is a motion to table this does not require a second. Mrs. Collins said, after listening to the conversation she is ok moving forward tonight. Mr. Gregoire read the pertinent rule and the motion must be seconded.

Mrs. Robbins removed her motion and Mrs. Gelinas removed her second. Mr. Fogg's motion failed for a lack of a second.

Mrs. Robbins made a motion, seconded by Mrs. Gelinas, to accept the nominations as presented. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg nay, Gelinas aye (Vote 4-1)

Mrs. Spector clarified that Mr. Fogg is still requesting a paper signed by the teacher saying they have received their evaluation. Mr. Gregoire said it wouldn't be ready for the next meeting. Mr. Fogg said all he wants is for someone to go around with a clip board and have the teachers sign that their evaluations were done so if someone comes forward and says they didn't have an evaluation we will have proof they signed off. Mr. Gregoire said it has never been done where administration can present their evaluations to the staff in March. Mrs. Robbins told the Board

how the interview process takes place in her school. She said that the teacher evaluations are done enough now in order to go through the recommendation process but not complete for the teacher feedback. Mrs. Gelinas said that it sounds like the evaluations are done but administration can't give us a signed list as the evaluation meeting with teachers is not complete.

Area Meeting

Rochester contacted Mr. Gregoire and asked if they could meet with the Wakefield Board either on April 12th or April 19th. The Board decided on April 19th at 6:00.

Policies (2nd Readings)

BK: The words 'bus yard' was added to the policy.

Mr. Fogg made a motion, seconded by Mrs. Collins, to accept approve policy BK. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

IHAK: The changes at the very bottom were not made to this policy so this will be on the next agenda. (Mr. Fogg would like to have these words inserted "doctrines" not single doctrine. The Declaration of Independence, Bill of Rights and our State Constitution.

JLC: No changes. **Mr. Fogg made a motion, seconded by Mrs. Robbins, to accept approve policy JLC. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)**

JLCD: No changes. **Mr. Fogg made a motion, seconded by Mrs. Robbins, to accept approve policy JLCD. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)**

JLCE: There was a discussion about Narcan at the last meeting. Officer Landry carries Narcan but can only administer it to another officer. EMS administers Narcan successfully when called out. Mrs. Gelinas and Mrs. Robbins asked Mr. Gregoire medical and logistics questions that will need to be researched.

Mrs. Gelinas made a motion, seconded by Ms. Robbins, to accept the policy without Narcan and revisit it after some research is completed. Roll call: Robbins aye, Ouellette aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Public Comment

Nicole Beckwith asked if someone could train staff to administer Narcan.

Nominations/Resignations

Mr. Fogg made a motion, seconded by Mrs. Collins, to accept with regrets the resignations of Kristin Levesque and Katie Bilodeau. Roll call: Robbins aye, Ouellette aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Non-Public

Mrs. Collins made a motion, seconded by Mr. Fogg, to enter non public at 9:30 under 91-A:3,II (j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to

RSA 541 or RSA 541-A. Roll call: Robbins aye, Ouellette aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

The Board reentered public session at 10:15

Mrs. Robbins made a motion, seconded by Mrs. Collins to seal the minutes for one year. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye Gelinas aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Robbins, to adjourn the meeting at 10:18. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye Gelinas aye (Vote 5-0)

Adjournment

Mr. Fogg made a motion, seconded by Mrs. Robbins, to adjourn the meeting at 10:15. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye Gelinas aye (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

