

Agenda Worksheet

School Administration Unit #101 Wakefield School District Board Meeting –

Facilities at 4:30 pm - Library

Non-Public at 5:00 pm- Gymnasium

Date: Tuesday, April 6, 2021 at 6:00pm

Paul School Gymnasium and via Zoom

Public Hearing

Acceptance of Cares Act Grant and

March 9, 2021 Official Ballot results

Expendable Trust

Join Zoom Meeting

<https://us02web.zoom.us/j/86136970863?pwd=OTY1Yzk4Z0tmR1Y4WmRwVkVUV3ISQT09>

Meeting ID: 861 3697 0863

Passcode: FbP5zd

One tap mobile

+13017158592,,86136970863#,,,,*695854# US (Washington DC)

+13126266799,,86136970863#,,,,*695854# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 861 3697 0863

Passcode: 695854

Find your local number: <https://us02web.zoom.us/j/86136970863?pwd=OTY1Yzk4Z0tmR1Y4WmRwVkVUV3ISQT09>

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **PUBLIC COMMENTS:** Public's opportunity to speak to items on the agenda.
3. **CONSENT AGENDA**
 - a. AP Manifest- Batch #34488, \$950,731.72
 - b. Payroll Manifest- Batch #33471, \$178,087.22; Batch #33473, \$13,034.32; Batch 34477, \$62,664.61
4. **MEETING MINUTES**
 - a. WSB 3.23.21 non public (draft)
 - b. WSB Workshop 3.10.21 public (draft)
 - c. WSB – 5 sealed minutes from 2013
 - d. WSB 3.16.21 (draft)
 - e. WSB 3.16.21 sealed
 - f. WSB 3.23.21 public (draft)
5. **REPORTS**
 - a. Facilities
6. **OLD BUSINESS**

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- a. Judy Nason Memorial Bridge
- b. Area Meeting

7. NEW BUSINESS

- a. School Calendar 2021/2022
- b. Milton Question

8. POLICIES (indicates first or second reading)

- a. IHAK – 2nd reading
- b. JLCF – 1st reading
- c. JLCJ – 1st reading
- d. JLCK – 1st reading
- e. GCO – Mary’s request to review policy

9. PUBLIC COMMENTS

10. RESIGNATIONS/NOMINATIONS

- a. Amy Wentworth-Godfrey
- b. Gavin Kearns

11. NON-PUBLIC:

- a. 91-A:3, II (b)
- b. 91-A:3, II (c)

12. ADJOURNMENT: _____ PM

Upcoming: The next Wakefield School Board meeting will be held April 20, 2021.

Statutory Reasons cited as foundation for the Nonpublic Sessions

91-A:3, II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted .

91-A3, II (b): The hiring of any person as a public employee.

91-A:3, II (c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

91-A:3, II (d): Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

91-A:3, II, (e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

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91-A:3, II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

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.

91-A:3, II (k): Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

91-A:3, II (l): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52002

Check Batch: 34488
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34488	20001	04/02/2021	948	BASIX AUTOMATION INTEGRATORS	0.00	270.00
	20002	04/02/2021	2957	BENEFIT STRATEGIES, LLC	0.00	502.95
	20003	04/02/2021	9426	BOOTHBY THERAPY SERVICES, LLC	0.00	442.50
	20004	04/02/2021	2308	BOSTON MUTUAL LIFE INSURANCE CO.	0.00	825.37
	20005	04/02/2021	9301	CATHY OLSON	0.00	54.98
	20006	04/02/2021	1190	CLEAN-O-RAMA	0.00	357.69
	20007	04/02/2021	913	CONWAY OFFICE TECHNOLOGY GROUP	0.00	104.39
	20008	04/02/2021	342	CROWELL'S TOWING & REPAIR	0.00	3,012.12
	20009	04/02/2021	9025	CYNTHIA KINGSGURY	0.00	12.63
	20010	04/02/2021	9088	ELDRIDGE TRANSPORTATION SERVICE	0.00	3,344.00
	20011	04/02/2021	1402	FRESH PICKS CAFE, LLC	0.00	22,123.60
	20012	04/02/2021	1471	GAVIN KEARNS	0.00	36.84
	20013	04/02/2021	1997	GIBBS SMITH EDUCATION	0.00	724.90
	20014	04/02/2021	585	HEALTH TRUST	0.00	6,228.03
	20015	04/02/2021	9309	HOT LIGHT MAINE 1, LLC	0.00	93.76
	20016	04/02/2021	2161	HOWE TWO LAWN CARE & LANDSCAPING LLC	0.00	2,575.00
	20017	04/02/2021	8926	IRVING ENERGY	0.00	3,577.96
	20018	04/02/2021	23	JP PEST SERVICES INC	0.00	160.00
	20019	04/02/2021	118	LESLEY UNIVERSITY	0.00	3,900.00
	20020	04/02/2021	9134	LITERACY RESOURCES LLC	0.00	379.14
	20021	04/02/2021	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	104.49
	20022	04/02/2021	9191	LUIS TORRES	0.00	752.64
	20023	04/02/2021	9095	MAINSTAY TECHNOLOGIES	0.00	1,537.15
	20024	04/02/2021	9156	MARETHERESE DAGOSTINO	0.00	4,047.20
	20025	04/02/2021	75	MAYRAND COMPUTER SERVICES	0.00	985.00
	20026	04/02/2021	9414	MISSION WATER COMPANY, LLC	0.00	2,163.79
	20027	04/02/2021	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	3,169.05
	20028	04/02/2021	9267	NELSON ANALYTICAL, LLC	0.00	100.00

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52002

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
20029		04/02/2021	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	18,172.35
20030		04/02/2021	596	NH SCHOOL HEALTH CARE COALITION	0.00	93,738.00
20031		04/02/2021	9290	PAGE STREET LEASING, LLC	0.00	75.00
20032		04/02/2021	9374	PAMELA STILES	0.00	300.00
20033		04/02/2021	260	PARKER EDUCATION	0.00	5,268.96
20034		04/02/2021	2910	PHD COMMUNICATIONS, INC.	0.00	522.65
20035		04/02/2021	658	PORTSMOUTH SCHOOL DEPARTMENT	0.00	11,875.00
20036		04/02/2021	1080	PROTECTION ONE ALARM MONITORING INC	0.00	0.00
20037		04/02/2021	686	ROCHESTER SCHOOL DEPARTMENT	0.00	0.00
20038		04/02/2021	691	ROCKINGHAM ELECTRIC SUPPLY	0.00	0.00
20039		04/02/2021	1866	SEACOAST LEARNING COLLABORATIVE	0.00	0.00
20040		04/02/2021	746	SOULE, LESLIE, KIDDER, SAYWARD	0.00	0.00
20041		04/02/2021	9440	STATE OF NH DEPARTMENT OF LABOR	0.00	0.00
20042		04/02/2021	762	STRAFORD LEARNING CENTER	0.00	0.00
20043		04/02/2021	9084	STUDENT TRANSPORTATION CONSULTING OF N.E	0.00	0.00
20044		04/02/2021	1675	THE HOME DEPOT CREDIT SERVICES	0.00	0.00
20045		04/02/2021	9312	THE NEW ENGLAND CENTER FOR CHILDREN	0.00	0.00
20046		04/02/2021	2925	UNH BUSINESS SERVICES	0.00	0.00
20047		04/02/2021	9293	UNION LEADER	0.00	0.00
20048		04/02/2021	9368	VERIZON	0.00	0.00
20049		04/02/2021	2164	W.B. MASON COMPANY	0.00	0.00
20050		04/02/2021	834	WASTE MGMT OF NH-ROCHESTER	0.00	0.00
20051		04/02/2021	1080	PROTECTION ONE ALARM MONITORING INC	0.00	125.86
20052		04/02/2021	686	ROCHESTER SCHOOL DEPARTMENT	0.00	702,756.41
20053		04/02/2021	691	ROCKINGHAM ELECTRIC SUPPLY	0.00	247.59
20054		04/02/2021	1866	SEACOAST LEARNING COLLABORATIVE	0.00	12,765.00
20055		04/02/2021	746	SOULE, LESLIE, KIDDER, SAYWARD	0.00	1,967.00
20056		04/02/2021	9440	STATE OF NH DEPARTMENT OF LABOR	0.00	50.00
20057		04/02/2021	762	STRAFORD LEARNING CENTER	0.00	31,544.08
20058		04/02/2021	9084	STUDENT TRANSPORTATION CONSULTING OF N.E	0.00	937.50
20059		04/02/2021	1675	THE HOME DEPOT CREDIT SERVICES	0.00	7.27
20060		04/02/2021	9312	THE NEW ENGLAND CENTER FOR CHILDREN	0.00	3,480.00
20061		04/02/2021	2925	UNH BUSINESS SERVICES	0.00	3,186.00
20062		04/02/2021	9293	UNION LEADER	0.00	559.80
20063		04/02/2021	9368	VERIZON	0.00	403.86
20064		04/02/2021	2164	W.B. MASON COMPANY	0.00	715.75
20065		04/02/2021	834	WASTE MGMT OF NH-ROCHESTER	0.00	448.46

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52002

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES						
				<u>Robert Ouellette, School Board Chairperson</u>		
				<u>Relf Fogg, School Board Vice Chairperson</u>		
				<u>Mary Collins, School Board Member</u>		
				<u>Sheena Robbins, School Board Member</u>		
				<u>Caitlin Gelinias, School Board Member</u>		
Totals:					0.00	\$950,731.72

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65 Checks Listed.

WAKEFIELD SCHOOL BOARD WORKSHOP
3-10-21 Public Minutes
Held in the Multi-Purpose Room and via Zoom
Draft

In attendance:

Board: Relf Fogg, Mary Collins, Bob Ouellette, Lino Avellani and Sheena Robbins

Administration: Financial Manager Michael O'Neill via zoom

In person: Principal James Lampron, Assistant Principal Jenn Spector and Student Services Director Anne Kebler

Caitlin Gilinas

Mr. Ouellette called the meeting to order at 5:00. Those present joined in the flag salute.

The Board had copies of the current job descriptions, the Transition Teams, job descriptions, the Feasibility Study job descriptions and the ones that Mr. Gregoire and Mr. O'Neill have been working on and the current ones. Mr. Fogg would like to embrace the Transition Teams descriptions as they were researched and approved. Mr. O'Neill said that more responsibilities will be shifted to the Financial Managers position as this is now full time. He started with a task list and built the job descriptions around that list. He has taken on HR, transportation, and payroll. They will have to hire a replacement for the bookkeeper for grant reporting, accounts payable, which take up a substantial amount of time. He said some items have to be covered by more than one person, for instance bank payments, He can't legally enter it and release it but this doesn't take a lot of time. Grants get entered by someone, reviewed and approved by the superintendent to push it through the grant management system. Mrs. Robbins said it was confusing because the titles and the roles are different in the job descriptions. Mr. O'Neill said the question is do you hire a lead accountant and give them more responsibilities for grant reporting, accounting, the reconciliation process and other duties.

Mr. Fogg asked if the SAU staff and the school office staff could share duties. Mrs. Colbath said you are talking about two separate entities. The SAU is a business office and the school is a school office and should not be mixed. She also said that the new Superintendent and the present Financial Manager should be developing the job descriptions, not the Board. Mrs. Robbins feels they have to have job descriptions ready for the people they will be hiring. Mr. O'Neill said they are presently looking for an Accounting Assistant or Lead Account, depending on the title you give this person this position will have more responsibilities and will cover all the tasks that need to be covered. They are pretty much done with the job description for this person. Mr. Avellani suggested temp help. He also said if we are moving toward the Transition Teams recommendations those job descriptions will become relevant at this point. Mr. O'Neill said the HR should be handled by the Financial Manager. He said what they are doing is looking at all the duties and assigning them to individual positions to determine exactly what they need for positions. They know what responsibilities have to be handled and they have a plan to go

forward because they have identified those tasks. They have interviewed a candidate that has experience with the accounting software they use and has experience in accounts payable and payroll. Mr. Fogg said the Board created a budget and that bottom line has to be maintained. Because the budget next year will be the default budget there will be \$90,000 less than what was budgeted for by the Board. Other than the Superintendent he is basing the job descriptions on three positions not five.

Mr. Ouellette said he'd like Mr. O'Neill to come back to the Board with job descriptions and positions next Tuesday. Mr. O'Neill said he could do that. Mr. Ouellette wondered if the budget will be adhered to. He feels that the SAU should be allowed to do their job and bring the information back to the Board. Mrs. Robbins would like the SAU to also look at the assistant principal job and add that to the presentation on Tuesday. Mr. Fogg said some of the budgeting decisions the Board made was based on the information gathered by the Feasibility study. Mr. O'Neill said the amount budgeted to fill the positions looks like it will be short even at \$12.00 an hour. Mr. Avellani said the Board passed a budget with money allocated to each function. The superintendent would be tasked to stay within that budget while restructuring the SAU to fit within that budget and present it to the Board. Mr. Ouellette said the new Superintendent should be part of this process. Mr. Lampron asked if the school based position will be looked at. Mr. Ouellette said there will be more meetings on this. Mr. O'Neill will include a flow chart in the information for Tuesday.

Adjournment

Mr. Avellani made a motion, seconded by Mr. Fogg, to adjourn the meeting at 6:30. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye Avellani aye (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

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

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.

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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.

Budget 2021-2022 - SAU + Transportation With Staffing Salary + Benefit Changes - 03.10.21

											21.02%		14.06%		7.65%		REVISED BUDGET TOTAL						
											FY22 BUDGET		TOTAL		03.09.21		TOTAL						
FUNCTION	DESCRIPTION	YEAR	DAYS PER YEAR	HOURS PER DAY	HOURLY RATE	BUDGET SALARY	HEALTH	DENTAL	RETIREMENT	FICA	BENEFITS	TOTAL	03.09.21	TOTAL									
2320 SAU ADMINISTRATION																							
	Superintendent	0.00	0.00	0.00		87,000				0	6,656	16,856	103,856										
	<i>Support Staff</i>																						
	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										
	<i>Support Staff</i>																						
	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		

Budget 2021-2022 - SAU + Transportation With Staffing Salary + Benefit Changes - 03.10.21

											21.02%		14.06%		7.65%		REVISED BUDGET TOTAL						
											FY22 BUDGET		TOTAL		03.09.21		TOTAL CHANGE						
FUNCTION	DESCRIPTION	YEAR	DAYS PER YEAR	HOURS PER DAY	HOURLY RATE	BUDGET SALARY	HEALTH	DENTAL	RETIREMENT	FICA	BENEFITS	TOTAL	03.09.21	TOTAL CHANGE									
2320 SAU ADMINISTRATION																							
	Superintendent	0.00	0.00	0.00		(17,000)				0	(1,301)	(11,501)	(28,501)										
	<i>Support Staff</i>																						
	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)	(11,907)	(25,167)											
	All Other Expenditures - Sub-Total													0									
2320 SAU ADMINISTRATION - TOTAL															(13,360)	(9,608)	(592)	(585)	(1,022)	(11,907)	(25,167)		
2510 FISCAL SERVICES																							
	Business Administrator	0.00	0.00	0.00		(19,000)				(16,816)	(1,454)	(18,270)	(37,270)										
	<i>Support Staff</i>																						
	Accounting Assistant	260.00	8.00	11.45		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		

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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 nay, Collins nay, 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 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 Avellani 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 Avellani 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 Avellani aye (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

WAKEFIELD SCHOOL BOARD
3-23-21 Public Minutes
Held in the Library
Draft

In attendance:

Board: Relf Fogg, Mary Collins, Bob Ouellette, Sheena Robbins and Caitlin Gelinias
Union: Jess Cormier and Gavin Kearns

Mr. Ouellette called the meeting to order at 6:04. Those present joined in the flag salute.

Non Public

Mr. Fogg made a motion, seconded by Mrs. Collins, to enter nonpublic session at 6:05 under 91-A-3-ll (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Roll call: Ouellette aye, Collins aye, Fogg aye, Robbins aye, Gelinias aye (Vote 5-0)

The Board returned to public session at 7:24. While in non public the Board met with the Union about the MOA.

The Board had a short discussion about unsealing twenty or thirty sets of sealed minutes. They will look at five sets of sealed minutes dating back to 2013 at the first meeting of every month in non public to decide whether to unseal or reseal minutes.

Mrs. Collins asked why the Board wasn't told that the new Superintendent would be visiting the school next Thursday. Mr. Gregoire said she is meeting with him to go over a few things and not visiting the school.

Mrs. Collins made a motion, seconded by Mr. Fogg to adjourn the meeting at 7:29. Roll call: Gelinias aye, Fogg aye, Collins aye, Ouellette aye, Robbins aye (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

Wakefield School District 2021-2022 School Year Calendar

	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>		<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
AUGUST/ SEPTEMBER (21 Days)			TW	TW	TW	FEBRUARY (15 Days)					
	TW	31	1	2	NS			1	2	3	4
	6	7	8	9	10		7	8	9	10	11
	13	14	15	16	17		14	15	16	17	18
	20	21	22	23	24		21	22	23	24	25
	27	28	29	30			28				
OCTOBER (19 Days)					1	MARCH (22 Days)					
	4	5	6	7	TW			1	2	3	4
	11	12	13	14	15		7	8	9	10	11
	18	19	20	21	22		14	15	16	17	TW
	25	26	27	28	29		21	22	23	24	25
							28	29	30	31	
NOVEMBER (18 Days)						APRIL (16 Days)					1
	1	2	3	4	5		4	5	6	7	8
	8	9	10	11	12		11	12	13	14	15
	15	16	17	ER/PC	ER/PC		18	19	20	21	22
	22	23	24	25	26		25	26	27	28	29
	29	30									
DECEMBER (16 Days)			1	2	3	MAY (20 Days)	2	3	4	5	6
	6	7	8	9	10		9	10	11	12	TW
	13	14	15	16	17		16	17	18	19	20
	20	21	22	23	24		23	24	25	26	27
	27	28	29	30	31		30	31			
JANUARY (20 Days)	3	4	5	6	7	JUNE (11 Days)			1	2	3
	10	11	12	13	14		6	7	8	9	10
	17	18	19	20	21		13	14	ER	SD	SD
	24	25	26	27	28		SD	SD	SD	SD	SD
	31						SD	SD	SD	SD	

August through January: 94 Days

February through June: 84 Days

TW = Teacher Workshop SD = Makeup Day for Snow ER = Early Release Day PC = Parent Conferences NS = No School

*Students First Day of School = Tuesday August 31, 2021

Student Days Out

August 25-27 & 30 Teachers return - TW
 September 6 Labor Day
 October 11 Columbus Day
 November 11 Veterans' Day
 November 24 -26 Thanksgiving Recess
 December 23 - January 2 Holiday Break

January 17 Civil Rights Day
 February 21 - 25 Winter Recess
 April 25 - 29 Spring Recess
 May 30 Memorial Day

178 Instructional Days

draft March 24, 2021

DRAFT

26

Irwin H. Sussman
Superintendent

Nathan A. Castle
Business Administrator

Robert F. Qua
Special Education Director

SCHOOL ADMINISTRATIVE UNIT #64

20 School Street
Milton, New Hampshire 03851
Telephone (603) 652-0262
Fax (603) 652-0250

Kathie M. Vigue
Administrative Assistant

Susan D. Delisle
Financial Clerk

Timothy E. Eldridge
Transportation Coordinator

March 22, 2012

RECEIVED

MAR 25 2012

Mr. Jerry Gregoire, Superintendent
SAU #101
76 Taylor Way
Sanbornville, NH 03872

Dear Superintendent Gregoire:

Please be aware that the Milton School District Explorations Committee is investigating information regarding the following petitioned warrant article: "To see if the voters of the Milton School District shall direct the Milton School Board to enter into talks with neighboring School Districts to determine the feasibility of an AREA Agreement according to RSA 195-a for the purpose of sending our high school and middle school students out of district."

Therefore, the key component to this task will be ascertaining specific SAU school districts that would be willing to enter into the opportunity for Milton middle and high school students to attend their district. Within our study, based upon the willingness of school districts to enter into area agreement, we would then determine whether the agreement would be an exclusive agreement or an agreement with two or more schools.

For your information the current enrollment of grades 6-12 as of this date is as follows:

Grade 6: 42 Grade 7: 43 Grade 8: 39 Grade 9: 45 Grade 10: 31 Grade 11: 33 Grade 12: 17
(There are currently 43 home school students in grades 6-12)

If your school district is interested in discussing the possibility of forming an area agreement with this committee, please contact Superintendent, Earl Sussman at earl.sussman@sau64.org.

Please be aware that I, along with members of the committee will be available to further discuss this possible collaboration. Thank you for your consideration as we all seek to provide the optimum educational opportunities for all students.

Sincerely,



Irwin H. Sussman
Superintendent

IHS:kv

CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Each individual has dignity and worth.
2. A free society requires respect for persons, property, and principles, and for self.
3. Each individual has a right to learn and freedom to achieve.
4. Each individual, regardless of race, creed, color, sex, ethnic background, or economic status, has the right to equal opportunity.
5. Each individual has the right to personal liberties.
6. Each individual is responsible for his/her own actions and should exercise self-discipline where and when appropriate.
7. Each individual has a responsibility to the group as well as to the total society.
8. A democratic government is established by majority vote.
9. Democratic societies are based on law.
10. Problems are solved through reason and orderly process.
11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.
12. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will be focused on the principles and, fundamental values of the United States, expressed in the Founding Doctrine of the United States and will take place throughout the K-12 program.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306:04(a)(5), Character and Citizenship
NH Code of Administrative Rules, Section Ed. 306:04(i), Character and Citizenship

Mr. Robert Ouellette, Chair
Mrs. Tracey Kolb, Vice Chair
Mrs. Jen McCawley
Mrs. Sandy Johnson
Mr. Relf Fogg

Adopted by the Board: 14 March 2001
Revised by the Board: 6 May 2002
Revised by the Board: 7 March 2012
Reaffirmed by the Board: 15 January 2014
Reaffirmed by the Board: 4 June 2019
Page 1 of 1

CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual has dignity and worth.
7. A free society requires respect for persons, property, principles and self.
8. Each individual has a right to learn and freedom to achieve.
9. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
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Teaching in the area of character and citizenship will take place throughout the K-12 program.

Mr. Robert Ouellette, Chair
Mrs. Tracey Kolb, Vice Chair
Mrs. Jen McCawley
Mrs. Sandy Johnson
Mr. Relf Fogg

Adopted by the Board: 14 March 2001
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Page 1 of 2

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NH Code of Administrative Rules, Section Ed 306.04(i), Character and Citizenship

Revised: September 2017

Revised: May 2008

Reviewed: July 2005

Revised: November 1999, July 2004

Mr. Robert Ouellette, Chair
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Teaching in the area of character and citizenship will be focused on the principles and, fundamental values of the United States, expressed in the Founding Doctrines of the United States and will take place throughout the K-12 program.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinas

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Revised:

Page 1 of 2

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Adopted by the Board: 14 March 2001
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Revised by the Board: 7 March 2012
Reaffirmed by the Board: 15 January 2014
Revised by the Board: 18 June 2019
Revised:

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 and New Hampshire Healthy School Coalition/Best Practice. These nutrition guidelines, apply to all foods available to students on school grounds during the school day, including but not limited to, the school lunch and breakfast program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, parties, celebrations or fundraising efforts. As needed the 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 the District 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 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. **Free and Reduced Meals:** Eligibility for and distribution of free and reduced priced meals will be provided with confidentiality in accordance with state and federal requirements.
- C. **Breakfast & Lunch:** In order to meet the nutritional needs of children and enhance their ability to learn it is recommended that all schools in the District provide a breakfast program in addition to their already established lunch programs.

Mrs. Priscilla Colbath, Chairperson
Mrs. Janet Gagnon
Mrs. J. Lisbeth Olimpio
Mrs. Judith Nason
Mr. Peter Kasprzyk

Adopted by the Board: 21, June 2006
Revised by the Board: 7 September 2011

WELLNESS POLICY*(continued)***D. 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 NH Healthy School Best Coalition recommendations. Lunch should normally be scheduled between 11:00 AM and 1:00 PM.
- 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 as schedule will allow.

E. Food Sales: All food items available through schools and school functions should meet or exceed nutritional standards established by the NH Healthy School Best Coalition.

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: Beverages sold on school property include: plain bottled water, low fat or skim milk, 100% fruit juices, 100% vegetable juice, light juice, low-fat or fat free chocolate milk (trivial amount of caffeine).

Beverages not sold on school property include: soda, caffeinated drinks (coffee, hot chocolate, ice tea, and sodas), sports drinks, lemonade, and punch.

Foods: Any item sold individually:

- Shall meet or exceed nutritional guidelines established by the USDA and NH Healthy School Coalition Best Practices Health Snack Coalition
- 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 and trans fat combined;
- Shall have no more than 35% of its *weight* from added sugars;

Mrs. Priscilla Colbath, Chairperson
 Mrs. Janet Gagnon
 Mrs. J. Lisbeth Olimpio
 Mrs. Judith Nason
 Mr. Peter Kasprzyk

Adopted by the Board: 21, June 2006
 Revised by the Board: 7 September 2011

WELLNESS POLICY

(continued)

- 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 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-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, 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;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

F. Fundraising Activities: To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) 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. The school district will make available a list of ideas for acceptable fundraising activities.

Mrs. Priscilla Colbath, Chairperson
 Mrs. Janet Gagnon
 Mrs. J. Lisbeth Olimpio
 Mrs. Judith Nason
 Mr. Peter Kasprzyk

Adopted by the Board: 21, June 2006
 Revised by the Board: 7 September 2011

WELLNESS POLICY

(continued)

G. 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.

H. 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. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

I. 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.)

J. Celebrations: Schools should limit celebrations that involve food during the school day. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers. Celebrations will take place in homeroom or advisory. Subject area lessons involving food preparation should follow nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and advisory food related events will communicate with school food services managers to assist with cafeteria planning and reducing food waste. Where possible, staff will order foods through food services managers.

K. Extra-Curricular Meals: When arrangements can be made through the food service program, food and beverage items that meet the guidelines of this policy will be made available to students. Examples of activities include but are not limited to: Athletic teams and clubs.

L. Classroom Activities: Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

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.

Mrs. Priscilla Colbath, Chairperson
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Mr. Peter Kasprzyk

Adopted by the Board: 21, June 2006
Revised by the Board: 7 September 2011

WELLNESS POLICY

(continued)

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 Wellness Committee will periodically assess the nutrition and physical activity environment throughout the District 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. Annual progress reports will be provided to the School Board.

Community Involvement:

The Board will establish a Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the District. 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 School Board in consultation with the Principal. The Committee will consist of a 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, when possible.

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), 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

Mrs. Priscilla Colbath, Chairperson
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Mrs. Judith Nason
Mr. Peter Kasprzyk

Adopted by the Board: 21, June 2006
Revised by the Board: 7 September 2011

WELLNESS

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.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

I. DISTRICT WELLNESS COMMITTEE.

The Superintendent, in consultation with **Food Service Contractor** will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative "District Wellness Committee" (or "Wellness Committee"), whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, **Food Service Contractor**, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

Mr. Robert Ouellette, Chair
 Mr. Relf Fogg
 Ms. Mary Collins
 Ms. Sheena Robbins
 Ms. Caitlin Gelinis

Adopted by the Board:

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. Implementation Plan.

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, using tools available through such programs as the Alliance for a Healthier Generation *Healthy Schools Program*, and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30th of each school year and provided to the Superintendent.

B. Annual Notification of Policy.

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

C. Triennial Progress Assessments.

Every three years, the **Food Service Contractor** will assess:

- The extent to which each of the District’s schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District’s Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinas

Adopted by the Board:

D. Recordkeeping.

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach and Communications.

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION.**A. School Meals.**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

B. Staff Qualifications and Professional Development.

Mr. Robert Ouellette, Chair
 Mr. Relf Fogg
 Ms. Mary Collins
 Ms. Sheena Robbins
 Ms. Caitlin Gelinis

Adopted by the Board:

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>

C. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

D. Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

E. Celebrations and Rewards.

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

F. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Implementation of at least ____ or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:
<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>
- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>.

H. Nutrition Education.

The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in the cafeteria. ~~[each school cafeteria]~~ **{OR if no cafeteria}** ~~[each room in which students regularly eat their lunches].~~
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District **allows** ~~recommends~~ teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities.

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Walking and Biking to School.

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District Wellness Committee will identify one activity each school year. ~~will identify at least one activity or list of options with a requirement to engage in one or more~~ each school year.

VI. PROFESSIONAL LEARNING.

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

District Policy History:

First reading: _____
Second reading/adopted: _____

District revision history:

Legal References:

42 U.S.C. 1751, Richard B. Russell National School Lunch Act
42 U.S.C. 1771, Child Nutrition Act of 1966

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

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

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition Services

*N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science
Education Program (middle schools)*

N.H. Dept of Education Administrative Rule – Ed 306.40, Health Education Program

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

Mr. Robert Ouellette, Chair

Mr. Relf Fogg

Ms. Mary Collins

Ms. Sheena Robbins

Ms. Caitlin Gelinis

Adopted by the Board:

CONCUSSIONS AND HEAD INJURIES

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The board recognizes that the majority of concussions will occur in "contact" or "collisions" sports. However, in order to ensure the safety of all district student-athletes, this policy will apply to all athletic activities as identified by the administration.

The district will utilize recommended guidelines, procedures and other pertinent information to inform and staff, students, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student-athletes in competitive sport activities prior to the student-athlete's initial practice or competition.

Nurse responsibilities

Updating: Each spring, the school nurse or designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Parent Information Sheet: On a yearly basis, a concussion and head injury information sheet shall be distributed to the students and the student's parent/guardian upon registration.

Staff Responsibility: A student who is suspected of sustaining a concussion or head injury or other serious injury in an activity shall be immediately sent to the nurse.

Administrative Responsibilities: The Superintendent or his/her designee will keep abreast of changes in standards regarding concussion, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

Concussion Awareness and Education

To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision will take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.

Mrs. Judith Nason, Chairperson
Mrs. J. Lisbeth Olimpio
Mrs. Vivian Macedo
Mr. Stephen Brown

Adopted by the Board: 06 March 2013

CONCUSSIONS AND HEAD INJURIES

(continued)

Academic Issues in Concussed Students

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents and treating physician. Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 accommodations may be developed in accordance with applicable law and board policies.

Mrs. Judith Nason, Chairperson
Mrs. J. Lisbeth Olimpio
Mrs. Vivian Macedo
Mr. Stephen Brown

Adopted by the Board: 06 March 2013

CONCUSSIONS AND HEAD INJURIES

The Wakefield School District] is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Board is aware that head injuries, including concussions, can happen to any student, not just an athlete, and that the risk of catastrophic injuries or death is significant when a concussion or other head injury is not properly evaluated and managed.

Section A of this policy applies to all students of the District who experience or are suspected to have experienced a concussion or other traumatic brain injury, whether in school or out, while Section B pertains to student-athletes, and other students participating in school sports or other district athletic activities.

A. Provisions relating to all Students Who have Experienced a Concussion or Traumatic Brain Injury.

1. **Definitions:** For purposes of this policy, the terms below will have the ascribed meanings.

"Head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

"Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment (physician, advanced registered nurse practitioner, licensed physician's assistant, or dentist).

"Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 through 12.

"Sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including, without limitation, all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

2. **Duty to Report.** All District employees shall report any accident or incident which involves a student head injury. The report should be filed in the same manner provided under Board policy EBBB as for that of any accident requiring first aid. Additionally, Teachers should report to the school nurse (or administrator in charge if the nurse is unavailable) if the student appears to have any difficulty with academic tasks that the teacher believes may be related to concussion. The school nurse will notify the student's parents of guardians and treating health care provider.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

3. Return to Learning Protocols. After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or his/her designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning reentry plan. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:
- Step-by-step instructions and details for students, parents/guardians and school personnel;
 - Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;
 - Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;
 - Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
 - Any provisions relative to "return-to-play" for student-athletes;
 - A plan for communication and coordination among school personnel and with the parents/caregivers and the student's medical provider.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

4. Concussion Awareness and Education. To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

B. Provisions relating to Students Participating in Sports and Athletic Programs.

Consistent with the National Federation of High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

1. Compliance with NHIAA Procedures and Protocols. All coaches, officials or licensed athletic trainers will comply with NHIAA recommended procedures for the management of head injuries and concussions.
2. Immediate Removal from Play and other NHIAA Protocols. Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice (including tryouts or trainings) or during a competition shall immediately remove the student-athlete from all physical activity.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis

Adopted by the Board:

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- 3. “Return to Play”. A student-athlete who has been removed from play shall not return to play on the same day, nor until (a) a Return to Learning Plan has been established consistent with paragraph A.3 of this policy, (b) he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider stating the student-athlete is symptom free and may return to play, and (c) the student-athlete’s parent/guardian provides written permission for the student-athlete to return to play.

The District shall limit a student-athlete's participation as determined by the student's treating health care provider, unless, based upon the judgement of the coach or licensed athletic trainer greater limitations are appropriate.

If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the coach must immediately remove the student-athlete from play. Depending on previous instructions, the athlete may need to be re-evaluated by the health-care provider, or may have to return to the previous step of the return-to-activity program.

- 4. Parent Information Sheet. On a yearly basis, the Athletic Director shall assure that a concussion and head injury information sheet is distributed to each student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice (including try-out) or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.
- 5. Coach Training. All coaches, including volunteer coaches, will complete training in head injury and concussion management as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. The Athletic Director. ~~{or title of other administrator in charge of athletics}~~.
- 6. Annual Review of NHIAA Concussion Protocols by Athletic Director ~~{or Administrator in Charge of Athletic Duties}~~. No less than annually, the Athletic Director ~~{or title of other administrator in charge of athletics}~~ or his/her designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA [and the District's on-call physician]. The Athletic Director ~~{or title of other administrator in charge of athletics}~~ shall takes steps to implement the then current procedures and protocols as soon as possible.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References:

- RSA 200:49, Head Injury Policies for Student Sports
- RSA 200:50, Removal of Student-Athlete

Mr. Robert Ouellette, Chair
 Mr. Relf Fogg
 Ms. Mary Collins
 Ms. Sheena Robbins
 Ms. Caitlin Gelinis

Adopted by the Board:

*RSA 205:51, School Districts; Limitation of Liability
RSA 200:52, Definitions
RSA 200:63, Head Injuries; Return to Learning and Plan*

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

**Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinis**

Adopted by the Board:

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SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

The school district will meet the special physical health needs of all students, consistent with state and federal law.

Legal References:

NH Department of Education Administrative Rule Ed 306.04(a)(20), Meeting the Special Physical Health Needs of Students

Mrs. Priscilla Colbath, Chairperson
Mrs. Judith Nason
Mrs. J. Lisbeth Olimpio
Mrs. Vivian Macedo
Mr. Stephen Brown

Adopted by the Board: 19 September 2012

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SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

The School District will meet the special physical health needs of all students, consistent with state and federal law. The school board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

Legal References:

RSA 189:11-a, V

NH Department of Education Administrative Rule Ed 306.04(a)(2022), Meeting the Special Physical Health Needs of Students

Revised: April 2017

New Sample Policy: May 2012

NHSBA Note, April 2017: Revised to update legal references and provide additional substance based on Dept. of Education guidance.

Mr. Robert Ouellette, Chair
Mr. Relf Fogg
Ms. Mary Collins
Ms. Sheena Robbins
Ms. Caitlin Gelinas

Adopted by the Board:

EVALUATION OF PROFESSIONAL STAFF

The Superintendent will cause all professional staff to be evaluated as a basis for contract recommendations. The Principal or designee will conduct the evaluations. Evaluations should occur at least once per school year, but may occur more than once per school year if the Superintendent or Principal determines additional evaluations are necessary.

In conjunction with professional staff evaluations, the Principal may implement an "improvement plan" if the Principal believes the professional staff member is not meeting district performance goals.

Subject to Collective bargaining provisions and individual teaching contracts.

Legal References:

RSA 189:14-a, Failure to be Re nominated or Re-elected
N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents
N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School Principals

Mrs. Janet Gagnon, Chairperson
Mrs. Priscilla Colbath
Mrs. J. Lisbeth Olimpio
Mr. Fred Elliott
Mrs. Judith Nason

Adopted by the Board: 4 April 2001
Reaffirmed by the Board: 17 October 2002
Revised by the Board: 20 April 2011



Michele Lambert <michele.lambert@sau101.org>

Fwd:

1 message

Jerry Gregoire <jerry.gregoire@sau101.org> Tue, Mar 30, 2021 at 12:04 PM
To: Michael O'Neill <michael.oneill@sau101.org>, Michele Lambert <michele.lambert@sau101.org>, Anne Kebler <anne.kebler@sau101.org>, James Lampron <james.lampron@sau101.org>, Jenn Spector <jenn.spector@sau101.org>

Michele,
Please place this under resignations

----- Forwarded message -----
From: **Amy Wentworth-godfrey** <amy.wentworth-godfrey@sau101.org>
Date: Sun, Mar 28, 2021 at 7:10 AM
Subject:
To: Jerry Gregoire <jerry.gregoire@sau101.org>

Jerry-
This email is to officially inform you that I will not be returning to my position and do not plan to continue employment with the district.

--
Thank You

Jerry Gregoire
Superintendent
SAU 101
603-871-8502

SS

3/31/2021

Dear Superintendent Gregoire,

Please accept this letter as formal notification that I am resigning from my position as 7th/8th grade science teacher at Paul School as of the end of the 2020/2021 school year.

It has been an honor and a pleasure to work in the Wakefield School District for the past nine years. I have greatly enjoyed and appreciated the opportunities I've had to teach and help transition approximately 360 8th graders on to high school. My experience at Paul School has shown me how truly special the town of Wakefield is and is made up of some truly wonderful families and students that I simply would not be able to replicate in any other school.

I hope that Paul School continues on a positive trajectory and that I have left it and its students in a better position than when I arrived in 2012. If you would like to discuss reasons for leaving I would be happy to meet with you. Please let me know if there's anything else I can do to aid in any transition.

Sincerely,

A handwritten signature in cursive script, appearing to read 'G. Kearns', written in black ink.

Gavin Kearns