

Agenda Worksheet

School Administration Unit #101 Wakefield School District Board Meeting:

Paul School Library

60 Taylor way, Sanbornville, NH

Date: Tuesday, June 21, 2022 at
6:00pm

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **AGENDA REVIEW**
3. **PUBLIC COMMENTS**: Public's opportunity to speak to items on the agenda.
4. **CONSENT AGENDA**
 - a. AP Manifest - Batch #36144, \$173.31 (PandaDoc); Batch #36166 \$84,944.07; Batch #36189, \$726,131.14 (PandaDoc)
 - b. Payroll Manifest - Batch #36135, \$2890.00 (PandaDoc); Batch #36162, \$75,000.83 (PandaDoc); Batch #36174, \$1,217.47 (PandaDoc); Batch #36184, \$344,927.96 (PandaDoc); Batch #36192, \$90.00 (PandaDoc); Batch #36190, \$9,109.70 (PandaDoc); Batch #36191, \$7,707.70 (PandaDoc)
5. **MEETING MINUTES**
 - a. 06.07.2022 WSB Public (draft)
 - b. 06.07.2022 Transportation Committee (draft)
6. **REPORTS**
 - a. Student Services Report
7. **OLD BUSINESS**
 - a. MOU
 - b. Scoreboard Quote Update
 - c. Follow-up
8. **NEW BUSINESS**
 - a. K-4 Report Cards
 - b. Panorama
 - c. Policy BCB
 - d. Board Statement
9. **POLICIES (indicates first or second reading)**
 - a. DFA – reaffirm, 1st reading
10. **NON-PUBLIC**: RSA 91-A:3 II, if required.
 - a. 91-A:3, II (a)
 - b. 91-A:3, II (c)
11. **ADJOURNMENT:** _____ **PM**

Upcoming: The next Wakefield School Board meeting will be held Tuesday July 5, 2022

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

Agenda Worksheet

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-A:3, 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 averse 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.

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 averse 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 Manual AP CHECK REGISTER

Report# 56288

Check Batch: 36144
 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
36144	90164	06/01 / 2022	175	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	0.00	173.31
Totals:					0.00	\$173.31

WAKEFIELD SCHOOL DISTRICT- SCHOOL BOARD AND SUPERINTENDENT APPROVALS

9

Mary Collins
 Mary Collins, School Board Chairman

Breanna Peaslee
 Breanna Peaslee, School Board Member

Sandra Taliaferro
 Sandra Taliaferro, School Board Member

Robert DeColfmaeker, School Board Member

Bob Ouellette
 Robert Ouellette, School Board Member

Paauela Stiles
 Pamela Stiles, Superintendent

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 56332

Check Batch: 36166
 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
36166	21325	06/10/2022	1987	A&B LOCKSMITH	0.00	330.00
	21326	06/10/2022	1080	ADT COMMERCIAL LLC	0.00	148.52
	21327	06/10/2022	9009	ALLISON NEAL, NEW ENGLAND TUTORS, LLC	0.00	990.00
	21328	06/10/2022	310	AMAZON.COM	0.00	237.09
	21329	06/10/2022	2881	ANNE KEBLER	0.00	75.00
	21330	06/10/2022	2957	BENEFIT STRATEGIES, LLC	0.00	892.22
	21331	06/10/2022	9426	BOOTHBY THERAPY SERVICES, LLC	0.00	300.00
	21332	06/10/2022	1190	CLEAN-O-RAMA	0.00	207.70
	21333	06/10/2022	9491	COLLINS, MARY	0.00	72.00
	21334	06/10/2022	9469	CONWAY DAILY SUN	0.00	968.96
	21335	06/10/2022	9289	CONWAY TECHNOLOGY GROUP	0.00	977.05
	21336	06/10/2022	9534	CUSTOM COMPUTER SPECIALIST	0.00	6,292.50
	21337	06/10/2022	9544	DA VID HINDLE	0.00	90.00
	21338	06/10/2022	363	DIPRIZIO GMC TRUCKS INC.	0.00	155.45
	21339	06/10/2022	1018	DONNA MARTINEAU	0.00	90.00
	21340	06/10/2022	9088	ELDRIDGE TRANSPORTATION SERVICE	0.00	6,830.00
	21341	06/10/2022	9541	ERNEST PAUL COULTURE JR	0.00	180.00
	21342	06/10/2022	9542	GARY NOYES	0.00	75.00
	21343	06/10/2022	9553	GLAZEBROOK, JOHN	0.00	90.00
	21344	06/10/2022	1950	ILENE 8. SPITZER, M.D.	0.00	10,250.00
	21345	06/10/2022	8926	IRVING ENERGY	0.00	847.27
	21346	06/10/2022	8927	IRVING ENERGY-PROPANE	0.00	247.97
	21347	06/10/2022	9545	JAMES SEALE	0.00	90.00
	21348	06/10/2022	9148	JOHN LOCONTE	0.00	90.00
	21349	06/10/2022	8977	JULIE CROWLEY	0.00	694.00
	21350	06/10/2022	9549	LEBLANC, KENNETH	0.00	90.00
	21351	06/10/2022	9134	LITERACY RESOURCES LLC	0.00	259.16
	21352	06/10/2022	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	42.97

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 56332

Batch#	Check#	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	21353	06/10/2022	1397	LOVELL LAKE FOOD CENTER	0.00	24.42
	21354	06/10/2022	75	MAYRAND COMPUTER SERVICES	0.00	2,350.00
	21355	06/10/2022	9546	MELISSA VALLESE	0.00	90.00
	21356	06/10/2022	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	3,670.36
	21357	06/10/2022	2288	MSB CONSULTING GROUP	0.00	309.47
	21358	06/10/2022	568	NAPA AUTO PARTS	0.00	214.35
	21359	06/10/2022	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	239.70
	21360	06/10/2022	2012	NORMAN LAFRENIER	0.00	65.00
	21361	06/10/2022	9099	ONSITE DRUG AND ALCOHOL SERVICES, LLC	0.00	99.16
	21362	06/10/2022	260	PARKER EDUCATION	0.00	7,729.33
	21363	06/10/2022	2184	PAUL SCHOOL - STUDENT ACTIVITIES FUND	0.00	4,832.00
	21364	06/10/2022	9410	PENNY MORIN	0.00	13.22
	21365	06/10/2022	506	PIONEER MECHANICAL	0.00	207.00
	21366	06/10/2022	1257	REALLY GOOD STUFF, LLC	0.00	149.49
	21367	06/10/2022	1101	SANBORNVILLE WATER DEPARTMENT	0.00	3,680.16
	21368	06/10/2022	9530	SOLIANT	0.00	2,688.00
	21369	06/10/2022	9554	STATE OF MAINE MAINE REVENUE SERVICE	0.00	370.89
	21370	06/10/2022	9548	STEARN, PAUL J	0.00	90.00
	21371	06/10/2022	762	STRAFORD LEARNING CENTER	0.00	2,973.64
	21372	06/10/2022	1706	TIME WARNER CABLE	0.00	850.00
	21373	06/10/2022	9191	TORRES, LUIS	0.00	196.56
	21374	06/10/2022	9550	TRENTSCH, CYNTHIA	0.00	150.00
	21375	06/10/2022	9087	TYLER TECHNOLOGIES	0.00	15,318.86
	21376	06/10/2022	9293	UNION LEADER	0.00	3,545.30
	21377	06/10/2022	2853	VACHON, CLUKA Y & CO., PC	0.00	3,209.00
	21378	06/10/2022	9368	VERIZON	0.00	163.60
	21379	06/10/2022	575	WILLIAMS, BERNARD J	0.00	11.70
	21380	06/10/2022	9547	Witham, David A	0.00	90.00
Totals:					0.00	\$84,944.07

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 56332

Batch #	Check#	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

Mary Collins

Mary Collins, School Board Chairman

Brennan Peaslee

Brennan Peaslee, School Board Member

Sandrea Taliatferro, School Board Member

Robert DeColtmacker, School Board Member

Bob Quелlette

Robert Quелlette, School Board Member

Pamela Stiles

Pamela Stiles, Superintendent

56 Checks Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report# 56373

Check Batch: 36189
 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
36189	21381	06/14/2022	9358	ALWARD, KIMBERLY	0.00	868.08
	21382	06/14/2022	1190	CLEAN-O-RAMA	0.00	3,531.16
	21383	06/14/2022	9088	ELDRIDGE TRANSPORTATION SERVICE	0.00	5,413.68
	21384	06/14/2022	2161	HOWE TWO LA WNCARE & LANDSCAPING LLC	0.00	2,800.00
	21385	06/14/2022	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	15,416.67
	21386	06/14/2022	9509	POTTIE PATROL, INC	0.00	150.00
	21387	06/14/2022	686	ROCHESTER SCHOOL DEPARTMENT	0.00	697,623.95
	21388	06/14/2022	9191	TORRES, LUIS	0.00	327.60
Totals:					0.00	\$726,131.14

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 56373

Batch #	Check#	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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**WAKEFIELD SCHOOL DISTRICT- SCHOOL BOARD AND SUPERINTENDENT
APPROVALS**

Mary Collins

Mary Collins, School Board Chairman

Brennan Peaslee

Brennan Peaslee, School Board Member

Sandra Talarfero, School Board Member

Robert DeColfnacker , School Board Member

Bob Ouellette

Robert Ouellette, School Board Member

Pamela Stiles

Pamela Stiles, Superintendent

8 Checks Listed.

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Wakefield School Board Public Minutes

June 7, 2022

Held in the Paul School Library

Draft

BOARD MEMBERS		ADMINISTRATORS	
Mary Collins, Chair	✓	Anne Kebler, Assistant Superintendent	✓
Brennan Peaslee, Vice Chair	✓	Kristen White, Principal	✓
Bob Ouellette	✓		
Sandra Taliaferro	✓		
Robert DeColfmacker	✓		

Relf Fogg, Joe Williams and Mary Soares from Clearview Community TV

Mrs. Collins opened the meeting at 6:00 with the flag salute.

Presentations

None

Public Comments

Mr. Fogg said the minutes on page 39 of the packet, Paragraph 2 was incorrectly stated. He said that it should show who made the motion and the vote. Mrs. Colbath said that it doesn't have to. It was stated in the non public minutes and that is all that's required.

Non Public

Mr. Ouellette made a motion, seconded by Mrs. Peaslee, to enter non public session at 6:17 under 91-A 3: II (c) and (a). Roll Call, Ouellette aye, Peaslee aye, DeColfmacker aye, Taliaferro aye and Collins aye. (Vote 5-0)

The Board returned to public session at 7:30

Mr. Ouellette made a motion, seconded by Mrs. Peaslee, to seal the non public minutes of Session 1 until 6-7-2024. Roll Call, Ouellette aye, Peaslee aye, DeColfmacker aye, Taliaferro aye and Collins aye. (Vote 5-0)

Scoreboard Quote

Mr. Williams said he has received three quotes for a scoreboard. The \$11,165 has been approved to come out of the ESSER funds. Two of the companies that gave quotes do not install the scoreboard. Mr. DeColfmacker asked if this will be installed prior to the floor being replaced and what is the warranty? Mr. Williams said he believes it is just a one year manufacturer's warranty

but will ask. The scoreboard will be replaced after the floor is done as there is a ten week lead time on the scoreboard. Mr. Ouellette asked the age of the present scoreboard and Mr. Williams replied it is a 1987. He said the new one is wireless. Mr. Williams will check to see if it will have a logo. Mr. Taliaferro is concerned with the warrant.

Mr. DeColfmacker made a motion, seconded by Mr. Ouellette to move ahead with the scoreboard (Vote 5-0)

Facilities Report

ACP Contracted Services for custodial cleaning.

Mr. Williams would like to contract for two people. The information is in the packet. This is to replace two full time employees. One is retiring and one is no longer employed with the district. Mr. Williams would like to be able to hire ACP for contracted services. This will take care of vacation/time off, insurance, workman's comp, etc. He said we have advertised and have had no candidates apply for the position. Talking with other school districts this is becoming the norm with no work force available. He said that if the Board needs ACP on zoom or in person, they are willing to meet with the Board. Mr. Williams said he could also contact another service and they could both do a presentation. The two people would be working the night shift 3:00-11:00. This would be a one year contract.

Milton is doing the same thing. They have two ACP employees. Mrs. Peaslee asked about the cost. Mr. Williams said that the workers would be experienced and the cost should be less because we wouldn't have to cover insurance, workmen's comp etc. Mr. Ouellette feels this would be more expensive. Mr. Williams said they will only take on custodial duties he and the other current custodians would be doing floors and other things. Mr. DeColfmacker agreed it looked like quite an increase in cost. Mr. Williams explained that this would be going from four employees to two. He will get a breakdown in costs. Mrs. Peaslee said she would like to see competitive quotes. Mr. Williams will get three apples to apples quotes from three companies. He would like to have this in place by July 30th.

Consent Agenda

Mr. Ouellette made a motion, seconded by Mrs. Peaslee, to approve the Consent Agenda. (Vote 5-0)

Meeting Minutes

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve the 5-10-22 Non-Public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-12-22 Non-Public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-17-22 Non-Public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-24-22 Non-Public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-12-22 Superintendent Final Questions minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-10-22 Superintendent interview minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-12-22 Public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-17-22 public minutes (Vote 3-0-2)

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve the 5-24-22 public minutes (Vote 3-0-2)

Reports

Superintendent's Report

Included in the packet was a report from the Superintendent of Record Pamela Stiles. There were no questions

School Administration Report

Kindergarten Registration - Kindergarten registration took place on May 5th and 6th. Thank you to our amazing staff who made this event a success. Thank you to our current Kindergarten families for your flexibility. We look forward to welcoming our Paul School Class of 2031 this August.

SAS - State Testing is going well. We have finished grades 3,4,5,7 and 8. Currently grade 6 is testing and we are completing make up sessions. We are proud of the hard work our students are putting in. Our staff has been extremely supportive and flexible with ensuring spaces are available for students. The NHSAS testing window closes on June 17th.

Pre-K-8th Dances - The PTA sponsored dances for the Paul School students. The dances were separated by grade level as follows: PreK with K, 1st grade with 2nd grade, 3rd, 4th, and 5th grade were together and 6th, 7th and 8th grade had a dance together. The younger students in Pre-K through 2nd grade had afternoon dances right after dismissal while older students in grades 3-8 had their dances in the evening. Gerry Soucy provided the music, the PTA offered snacks, and everyone had a great time. Thank you to our wonderful PTA for all their hard work to make these events a success.

On Friday May 20th our April Outstanding Students were celebrated with a kickball game, snacks and an overall fun event. We were impressed with how students in all grades interacted with each other cheering each other on and the focus was on working together as a team rather than who wins the game.

6th Grade Field trip - On Wednesday, May 25th and Thursday, May 26th 6th grade students took two separate day trips to T.L. Storer Camp in Barnstead, New Hampshire. A parent information

meeting was held on Wednesday, May 18th at 6:00PM in the Paul School Gym. Robb Ellis from T.L. Storer Camp joined us to present an idea of what the day would look like for students and help answer any questions. Many of the parents chose to join the meeting virtually and were excited about the trip. While at T.L. Storer students participated in activities such as a ropes course, canoeing, kayaking, archery, fishing, hiking, and other outdoor group activities. The students and staff had a lot of great things to say about the trip and we hope to continue to plan some activities with T.L. Storer in the near future.

Talent Show - Some of our Paul School students showcased their talents at a Talent Show Thursday evening and also at the school-wide Community Day Friday afternoon. Students played instruments, danced, tumbled, sang, and told jokes. The audience was both entertained and impressed with their performances! Thank you to Mrs. Soares and Mrs. Stevens for the time and effort you put into supporting our students. We were impressed with not only our student's talent but with our student body as a whole, cheering on their peers and encouraging their bravery to get up on stage and perform.

Paul School Baseball and Softball - The Paul School Baseball and Softball teams wrapped up their seasons with their final games against Kingswood on Tuesday May 24th. The teams enjoyed being back on the field and representing their school again this season. We appreciate the fans coming out and supporting our teams and look forward to more school sports next school year!

Summer Enrichment is being coordinated by Kate Kelley. Letters and forms regarding Summer Enrichment for students were sent home for students who would benefit from supplemental instruction in both mathematics and reading. Students who currently receive Special Education services, Related Services, Title One supplemental instruction, teacher recommended students and Partner Program students were invited to attend. This year's Summer Enrichment will begin on Tuesday, July 5 through Thursday, July 28, 2022. Days will be Tuesday, Wednesday and Thursday. The day will begin at 9:00 A.M. and students will be dismissed at 1:00 P.M. The Partner Program days will be Monday, Tuesday, Wednesday and Thursdays from 8:00 A.M. until 12:00 P.M. These students will attend an additional week and will end on Thursday, August 4, 2022. Transportation will be provided to students. There were no questions from the Board.

Financial Report

Mrs. Stiles asked Mrs. Lambert to put together a monthly update like a treasurer's report. It was in the Board packet. The BA that has been consulting with the district will have a financial report at the next meeting. Mrs. Kebler said at this point it looks like there will be between \$175,000 and \$200,000 left at the end of the year. The Board agreed to have the BA that has been consulting with the SAU staff to come in and meet the Board, put a face to a name.

Old Business

Classroom Expectations

Mrs. Stiles put together a comparison between the 2000 Mass standards and the 2011 Mass standards. She recommends going with the 2011 which are more like power standards. The standards will help the teachers come up with academic expectations. They will be able to tell parents what to expect in each grade level. Mrs. Kebler feels that once the new vice principal

comes on board, who has a very strong background in curriculum, she'll be able to help grade level teams break these standards down to what they need to learn and how to know what they have learned and what to do if they are having trouble. This will be a large conversation with all staff so it will flow from grade to grade. This will be a priority for next year. Mr. DeColfmacker asked if we use competency based learning. Mrs. Kebler said that has not been embraced here. K-2 has developed a new report card based on competencies. Mrs. White said this grading helps identify ant strengths or weaknesses the student may have. It gives a lot of good feedback to parents. The Board voted to have academic expectations before implementing or piloting any new programs. They are still looking for interventionists.

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to adopt the 2011 Massachusetts Standards. (Vote 5-0)

Mrs. Taliaferro asked how the teachers felt about having the 2011 standards? Mrs. Kebler replied that they would rather have them. Mrs. White said the work on report cards are based on them and they would be very happy.

Follow Up

1. Leadership team recommendations for playing on the playground. The Paul School administrative team is in the process of revising the staff and family handbooks and will address recess concerns as they develop recess criteria for the handbook
2. What's the difference in cost between the yellow and green family plan. Support Staff - single plan - Green = \$9206.40 (80% contribution) Teachers - Yellow Plan - single - \$8311.05 (82.5%) Two person - \$16,622.10 (82.5%) Family - \$22,438.35 (82.5%) Unaffiliated Staff - Yellow Plan - single - \$8311.05 (82.5%)
3. Discuss with the full Board having the manifest at the meeting. Does the school board want to review paper manifests at or before the board meetings?
The Board decided by consensus to DocuSign and have the manifest at the meetings for any questions.
4. What percentage of the staff want Eureka Math? Unknown at this time, a survey about curriculum and programs will go out to staff in July
5. Is interest added on to penalty fees for NHRS? Penalty / Also have we had any further waivers of fines at this time? No – this is up to date
6. Why so many voids on last board meetings manifest? Accounts payable checks were put in the printer backwards, and therefore caused a number of voided checks
Update: The two trust funds that have been discontinued by the selectmen can be used for supplies this year or next year. Howie is just waiting for the check
Second semester of school year 22-23our Guidance Counselor will have a student intern from Capella University - Her name is Shauna Stewart.

New Business

Elect Vice Chair

Mrs. Peaslee nominated Mr. Ouellette for Vice Chair and he declined as he will only be here until March.

Mr. DeColfmacker made a motion, seconded by Mrs. Collins, to nominate Mrs. Peaslee as Vice Chair. (Vote 5-0)

Committee Assignments

Mrs. Kebler explained that the Professional Development Committee should be working on the PD Master Plan that has to be approved by the state. This Plan determines requirements for certification. She will come back to the Board with the list as to who should sit on this committee. It will be tabled until that time. Mrs. Kebler said the committee meets during the school day. Mr. DeColfmacker said that it makes sense to put the person that has the most knowledge about a particular committee serve on that committee. Mrs. Peaslee said she is knowledgeable of the laws regarding student transportation and right now there is no one on staff who knows the laws. She would have no personal gain by being on the Transportation Committee except to make sure the school follows the law.

Transportation Committee – Mrs. Peaslee and Mr. DeColfmacker

Mr. Ouellette made a motion, seconded by Mr. DeColfmacker to appoint Mrs. Peaslee to the Transportation Committee (Vote 4-1)

(No motion on Mr. DeColfmacker’s appointment)

Policy Committee - Mrs. Collins

Facilities Committee Mr. Ouellette and Mrs. Taliaferro.

Mrs. Peaslee made a motion, seconded by Mrs. Collins to appoint Mr. Ouellette to the Facilities Committee. (Vote 5-0)

Professional Development Committee – on hold

Tech Committee – on hold

Strategic Planning Committee – on hold

Curriculum Committee - on hold

Budget Committee – Mr. Ouellette and Mrs. Peaslee as alternate for Budget Committee.

Mrs. Collins made a motion, seconded by Mrs. Peaslee, to appoint Mr. Ouellette as School rep to the Budget Committee with Mrs. Peaslee as alternate. (Vote 5-0)

Wellness Committee - Mrs. Collins

Mr. Ouellette made a motion, seconded by Mrs. Peaslee, to appoint Mrs. Collins to the Wellness Committee (Vote 5-0)

Town Safety Committee – Mr. DeColfmacker

Mrs. Collins made a motion, seconded by Mr. Ouellette to appoint Mr. DeColfmacker to the Town Safety Committee. (Vote 5-0)

Rines Road Property Committee – Mrs. Collins and Mr. DeColfmacker

Mrs. Peaslee made a motion, seconded by Mrs. Collins to appoint Mr. DeColfmacker and Mrs. Collins to the newly formed Rines Road Committee. (Vote 5-0)

Mrs. Collins said Covid funds can be used for this project.

Mr. DeColfmacker suggested that the Paul School be brought into the local field day, the winners go to the district meet and then the State meet.

Food Services Bid

Mrs. Kebler said this would have to be tabled as they have not heard back from the DOE. People have asked about having a one year contract for food service. There is a committee that wants to research other options. The state requires that you put a bid out for four years. It ends up being a one year contract for four years. Each year you sign a new contract. Only one bid was received. Mrs. Kebler will call the other four companies that offer this service to make sure they put in bids.

Wakefield School Board Scholarship

There were two applications for the \$500 School Board Scholarship. The Board read both and chose the winner. That person will be invited to Paul School eighth grade graduation and receive their scholarship on that night. By consensus, the Board chose number 2.

Memorandum of Understanding (JICD-R)

Tabled. Not in packet. Officer Landry is back as the SRO. The police department was short staffed so Mr. Landry was not full time this year. Chief Fenton would like a plan so he will know how the school plans to use the Resource Officer. There are no clear guidelines. The school safety committee will meet on July 11th. Mr. DeColfmacker will be on that committee. The group discussed training.

Bus Yard Recommendations

Mrs. Taliaferro said at the transportation meeting they talked about parking the buses at the ballfield. If the shed is moveable Mr. Mitchell will take care of moving it to the new location. This would be a temporary move for no more than a year. They said they would help with the electric and she tried to find out what help meant. She said we would buy the materials and he will take care of setting it up using his manpower and equipment. Mrs. Kebler said that when they talked to her the estimated cost was about \$1,000. Mrs. Peaslee said the electrical is currently in Mr. Williams budget and it will need to be transferred to the town. She is also concerned about security at the ballfields.

Mr. Ouellette asked why can't we use our own parking lot? That would have to be looked into. Mrs. Peaslee said that at one time there was discussion about having the buses at school. Transportation and facilities committee along with Mr. Williams would have to look at this. Conversations ensued. After some discussion Mrs. Kebler asked if she was to contact Mr. Scala and tell him we wanted the buses at the school. The Board felt that the feasibility of housing them here should be looked at first.

Mrs. Taliaferro continued her report saying some bus drivers want to take their buses home. Mrs. Peaslee said the Town had voted this down. Mrs. Collins is concerned with fuel cost savings. Mrs. Kebler said two drivers have midday preschool routes and have to drive back and forth to and from the bus yard. Mrs. Peaslee said drivers taking buses home stopped years ago because they were taking the buses to Ossipee and going grocery shopping. Letting drivers take buses home doesn't solve the problem. There still needs to be a bus yard. Mrs. Collins thought that the drivers that did midday runs could perhaps take their buses home but they will be parked at the bus yard. Mr. DeColfmacker wondered about the liability. Drivers could be renters, live in an association, have no place to park them. You would still need a place to park and plug them in. Mr. DeColfmacker agreed that it was opening up a can of worms. Mr. Ouellette suggested setting up the yard and then having these discussions.

Mrs. Taliaferro continued her report. She said if we did have the buses at the ballfield, we would have to be mindful of the car show and fireworks. Two bus drivers are still waiting to be trained. The area where the buses would be parked is not muddy. They talked about colored bands on backpacks to identify the bus the child should be on. Drivers want to do a run with all drivers together on each bus so all will know the routes. All inspection stickers are at Diprizios. Bus safety drills for kids who get in trouble on the bus. Mrs. Kebler said that Mr. Eldridge will be available for answering questions. The only other option is contracting the service provider out. Mrs. Peaslee said we should start looking for a provider in October to compare costs. Mrs. Peaslee gave Mrs. Kebler some options on finding trainers.

Nominations/Resignations

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to accept the resignation of Meghan Gregoire with regret. (Vote 4-1)

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to accept the resignation of Katie Miressi with regret. (Vote 5-0)

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to approve the nomination of Cooper Valinski for Phys Ed. (Vote 5-0)

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to approve the nomination of Jodi Dong for LNA. (Vote 5-0)

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to accept the resignation of Megan Davies. (Vote 5-0)

Correspondence

None

Non Public

Mrs. Collins made a motion, seconded by Mrs. Gelinas, to go into non public under 91-A 3:ll (c) at 9:45 Roll call: Ouellette aye, Collins aye, DeColfmacker aye, Peaslee aye, Taliaferro aye (Vote 5-0)

The Board returned to Public Session at 11:15

Mrs. Peaslee made a motion, seconded by Mrs. Collins to seal the non public minutes of session 2 (Vote 5-0)

Adjournment

Mrs. Collins made a motion, seconded by Mrs. Peaslee, to adjourn the meeting at 11:16 (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

Wakefield Transportation Committee Minutes

June 7, 2022

Held in the Paul School Library

Draft



BOARD MEMBERS		ADMINISTRATORS	
Mary Collins, Chair	✓	Anne Kebler, Assistant Superintendent	✓
Brennan Peaslee		Kristen White, Principal	
Sandra Taliaferro	✓		
Bob Ouellette			
Robert DeColfmacker			

Town Administrator Dino Scala, DPW Director Brock Mitchell, Parks & Rec Director Wayne Robinson

School Board members: Brennan Peaslee and Bob Ouellette

Bus drivers: Jennifer Goldthwaite and Heather Dube

Audience: Relf Fogg

Mrs. Taliaferro opened the meeting at 5:15.

Bus Yard Update

Brock Mitchell, Dino Scala, Wayne Robinson

Mr. Scala said they are here to discuss the necessity to move the buses from their present location and how the Town can help facilitate that move. The new Highway barn will be located where the buses are now parked. This is being done to save the town money. It's the most economical place to locate the new building. Mr. Mitchell told the committee that they came up with a temporary solution. They could house the buses at the Parks & Rec ballfields. If the shed is moveable Mr. Mitchell will also take care of moving it to the new location. This would be a temporary move for no more than a year. He will also move the power. There is already an electric company pole at the location. He said if you want to locate the bus yard at the school he would help. Mrs. Taliaferro asked, what would help look like. Who would cover the cost of moving? Mr. Mitchell responded, you buy the materials and we will take care of setting it up using my manpower and equipment. He also told the committee that the Town does a lot for the school at no charge. The cost of plowing and salt is substantial.

Mr. Robinson said there would be a couple of times this summer when the buses would need to be moved. They could be moved to the school or perhaps a different spot at the DPW site. This would only be for the Fireworks and the Car Show events. Porta-potties are already there through November. The buses will need to be moved from the current bus yard in front of the DPW by June 20th.

Transportation Manager Update

Mrs. Kebler told the committee that Mr. Eldridge was unable to fulfill the transportation proposal. Mr. Eldridge will be available this summer for consultation and routes will be established.

They haven't received any applications for this position so she will advertise again. She met with the drivers today and discussed clerical work. She said that Mrs. Dube had a good suggestion, all drivers will be in one bus and the route driver will drive her route and that way all drivers will know all routes and stops. They talked about having colored wrist bands on backpacks so students can be directed to the appropriate bus.

Department of Safety Audit

Mrs. Kebler said the report from the audit is not back yet but we passed with flying colors. All inspection stickers are at Diprizios.

Bus Driver Meeting Update/Concerns

Mrs. Dube would like to park her bus at her home as her route starts at her house. She said she has plenty of room and will plug it in when needed. The Board will discuss this request. The drivers would like to see the school have a presentation at the beginning of the year about bus safety. Mrs. Kebler says that PBIS touches on this in their universal bus safety presentation but an expanded, more detailed presentation would be a good idea. Mrs. Taliaferro recommended that it be done with fire safety at the beginning of the year. Mrs. Kebler said we belong to New Hampshire Student Transportation Association. She will contact them to see what they offer for bus safety presentations. Two bus drivers are still waiting for training.

The meeting was adjourned at 5:58

Respectfully submitted for approval at the next Transportation Sub-Committee meeting,

Priscilla Colbath
School Board Secretary

SAU # 101
Student Service Report
June 21, 2022

Special Education update:

Special education teachers have wrapped up the school year feeling positive about the growth of the students that they teach and support. After two years of disruptions to the educational process it is rewarding for all to feel successful. We are fortunate to have all of our special education teachers returning for the next school year. This consistency in staffing is a vital component to the continued growth of Paul School students.

Wakefield School District Special Education Numbers:

- Little Paws (PreK): 10 identified students and 14 non identified
- Paul School: (K-8): 83 students
- Spaulding High School: (9-12): 20 students
- Kingswood: (9-12): 2 students
- Out of District Placements: 5 students

Total number of students with disabilities: 120

Total number of 504 students: 28

Respectively Submitted

Lisa Dubois, Interim Director of Special Education

MEMORANDUM OF UNDERSTANDING
JICD-R
For administering the Provisions of RSA 193-D
Safe School Zones

1. General Principles

In aiming to foster closer school and community relationships, and to further strengthen the partnerships between the Paul School and the Wakefield Police Department, this Memorandum of Understanding is to ensure that cooperative effort.

The School Board and the Police Department agree to work in a cooperative effort to provide a safe and healthy school environment for students, staff and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents of school delinquency or criminal behavior in school, on school grounds, and at school sponsored events, by adults as well as children. This MOU is being set forth to provide universal clarification or exceptions, to minimize confusion, and provide consistency between officers, the school, the principal, and the Superintendent.

The School Board and the Police Department agree to coordinate these efforts with the local prosecuting entity and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff or the community, the Police Department and the School District may act without regard to the Memorandum of Understanding. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees from requesting police assistance on matters not referred to in this Memorandum.

In the event either the School Board or the Police Department desires to amend this Memorandum, the agency seeking changes will arrange for a meeting with the other.

2. Definitions

The following terms, as defined in RSA 193: D-1 applies to this Memorandum:

- "Safe School Zone" means an area inclusive to any school property or school buses.
- "School" means any public or private elementary, secondary or secondary vocational-technical school in New Hampshire. It shall not include home schools.
- "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing, or performing continuing contract services for any public or private school, school districts, school department or school administrative unit.
- "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.

- "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

3. The Role of the School Resource Officer

By the presence of the School Resource Officer in the school, crime and the threat of criminal behavior shall be reduced. By working with students, parents, faculty and staff, the ultimate goal of the School Resource Officer in the school is to assist in the provision of a safe and peaceful environment in cooperation and collaboration with the school's staff, so that students may realize the full benefits of their educational program.

The School Resource Officer will respond to calls for service at the school and will enforce appropriate laws. The SRO will work with students, parents, faculty, and staff in identifying concerns and will consult with the Police Department and school staff in finding the most effective and beneficial ways to assist in resolving problems. The SRO, as a representative of the community and law enforcement, shall always conduct business in a professional manner and will serve as a positive role model in the school community.

Goals

1. Reduce crime and prevent threat of criminal activity in Paul School.
 - a. The presence of the SRO should act as a deterrent to criminal activity. The presence also allows for a timelier response and increased effectiveness in dealing with crime/criminal behavior.
 - b. The SRO should be highly visible in the school to ensure that the Officer's presence is always felt. The SRO will be on alert and available to respond to any activity that may create an unsafe atmosphere in the school. Responses shall be documented so that there is data available for evaluation.
 - c. The SRO will maintain a collaborative and harmonious relationship with school officials to ensure the development of the safest school environment possible for the school community.
2. The SRO will be a role model and mentor to students. Additionally, the SRO will be the liaison between the Wakefield Police Department and Paul School.
 - a. The SRO shall be provided with an office area within the school in which to meet with students, parents, faculty, and staff so their issues may be shared and treated with complete confidentiality.
 - b. The SRO will attempt to become involved in student, parent, and teacher activities whenever possible. The SRO will be a resource to school officials as requested.

- c. The SRO shall remain professional in conduct and will use fair and impartial judgment. The SRO shall foster appropriate relationships, remaining approachable by students, faculty, and staff. The SRO shall treat all people with dignity and respect and should expect the same from others.
3. The SRO shall assist school officials in the implementation of programs in the school that target prevention of criminal behavior, drug/alcohol abuse, violence and more.
 - a. The SRO shall be available to assist teachers in the presentation of curriculum and programs dealing with crime, drug and alcohol abuse, school and domestic violence, and other civil and law enforcement subjects.
 - b. The SRO shall also be available to present on areas of concern to parents and faculty as the schedule allows.

Roles and Responsibilities

The SRO will be a certified and armed police officer of the Wakefield Police Department. Ultimately, responsibility for the supervision of the SRO rests on the Police Department and the Chief of Police. The Wakefield Police Department will have overall and general management responsibilities over the SRO. The program will be monitored by the Wakefield Police Department. The responsibility of regularly evaluating the efficiency of the program shall be with the Wakefield Police Department.

General Description

It is recognized that the SRO is first and foremost an employee of the Wakefield Police Department, under the supervision of the Chief of Police, and are therefore subject to recall by the Police Department at any time without notice.

Direct day-to-day supervision will be through the Operations Commander of the Wakefield Police Department. While in the school buildings, the SRO will work directly with school administration on matters involving students, faculty and staff occurring on school grounds.

It is not the role of the SRO to enforce school disciplinary rules or punish students' misbehavior. The purpose of the department's involvement in school based incidents is to assist the districts in maintaining safe schools and to provide law enforcement response if a serious incident takes place in either school. Police involvement should not be requested in a situation that can be safely and appropriately handled by the school districts' internal disciplinary procedures.

The Police Department will make final decisions in all criminal matters. Nothing in this MOU will be construed to preclude the Police Department from their full functioning to pursue legitimate criminal investigations to their proper completion, nor shall the school refrain from following their normal policies and procedures regarding student discipline because the incident has been reported to or is being investigated by the Police Department.

The SRO shall follow the rules and regulations set forth in the policies and procedures by the Wakefield Police Department at all times. The SRO must still respect all rules and regulations, policies and procedures of Paul School and the SAU.

Due to a variety of factors, the scheduling of how many hours the SRO will be in the building is impossible, but the SRO shall make every attempt to be available in the school when it is in session.

The SRO may transport a person who is in custody. The transportation of students for the sole purpose of providing transportation is prohibited per department rules. If the SRO is not in the school when a police emergency arises, the school shall call the police department who will send appropriate personnel for the emergency. If the SRO is on duty, but not at the school at that time, the Police Department will notify the SRO of the emergency, and the SRO will respond if possible.

4. School/Police Liaisons

In order to facilitate prompt and clear communication of incidents, the Superintendent of Schools shall designate the Principal or authorized designee at each school as that school's Reporting Official.

The Chief of Police shall designate the SRO to be primarily responsible for handling all reportable incidents brought to the attention of the Police Department by the school's Reporting Officials.

5. Reportable Acts

The Paul School shall abide by the rules set out in the Safe School Act in regards to reporting certain crimes which is outlined below.

A. School Reports to Police Department

1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:

a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property, or at school functions;

b. Possession, selling or distribution of any controlled substance (including drug paraphernalia) as defined in NH RSA 318-B, by an individual on school property, or at school functions;

c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property, or at school functions,;

d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks and explosives, as defined in NH RSA's 208, 644 and 159, on school property, or at school functions;

e. Arson under RSA 634:1 any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;

f. Burglary under RSA 635: any person who enters a building to separately secured section of a building, with a purpose to commit a crime;

g. Robbery under RSA 636: including any theft that is accomplished by the physical force or the threat of imminent use of force;

h. Thefts of property where the value is more than \$50.00, repeated occurrences of theft by one student, (thefts by students who are in the third grade or lower are generally not reported to the Police);

i. Homicides under RSA 630: any death shall immediately be reported to the Police Department, regardless of suspected cause;

j. Any first or second degree assault under RSA 631, whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow up, caused by another person. Investigation may reveal that not all of these incidents constitute an actual crime. Reporting will allow an investigation to be conducted;

k. Any sexual assault under RSA 632-A will be reported;

l. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property;

m. Threatening behavior under RSA 631:4 which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.

2. Discretionary Reporting events are up to the Discretion of the Building Principal.

a. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by staff members.

b. Simple assault incidents (which don't meet the criteria as stated in j. above), depending upon the nature of the incident, as determined by the school administration.

c. Theft, under RSA 637, of property under \$49.

d. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$49 or less of damage. This includes vandalism to school property.

B. Police Department Reports to School

1. The following information shall be reported by the Police Department to the School Principal:

a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.

2. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:

a. The arrest and filing of a delinquency complaint against any student under the age of 17 years.

b. Other non-criminal activity that the Police Department deems pertinent to the student's well-being, including but not limited to threatening to attempt suicide; victimization of the student by a parent, caretaker or other individual.

6. Procedures for Reporting

A. It is agreed that every school employee who has witnessed, or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school Principal. The Principal shall then contact the Police Department by telephone and report the incident. The Principal shall also provide the Police Department with a written report within 48 hours of the incident.

B. The report required shall include:

1. Identification of the act of theft, destruction, or violence that was alleged.
2. The name and address of witnesses to the alleged act.
3. The name and home address of any person suspected of committing the act.

C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results a written police report.

D. School Response

1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
 - a. Confront the student with the nature of the offense;
 - b. Take the student to the Principal's office or authorized designee;
 - c. Retrieve and turn over any physical evidence to the Principal or authorized designee.

2. For Mandatory Reportable acts, the Principal shall:
 - a. Notify the police and student's parent/guardian, and inform them of the nature of the incident;

 - b. Turn over any physical evidence seized and a written fact summary to the Police Department;

 - c. Initiate disciplinary action in accordance with Board policies.

3. For Discretionary Reportable Acts, the Principal shall:
 - a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parent/ guardian;

 - b. Initiate disciplinary action in accordance with Board policies.

E. Police Response

1. The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal to investigate the incident, or take any other appropriate action.

2. During the investigation, the Police Officer may meet with the Principal, the student, the student's parent/guardian and appropriate persons with knowledge of pertinent facts, if required.

3. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate the formal complaint process

4. When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a weapon, and when probable cause exists for arrest, the Officer shall take the appropriate action to initiate the formal complaint process.

5. To the extent possible, precautions will be taken by both Police and school officials at all times to ensure the education process is not disrupted.

Ultimately, the final goal of this partnership is to create a culture in which students, faculty, and staff feel safe and can be productive. The School Resource Officer helps the school realize this feeling of safety and orderliness so that students can achieve the most and enjoy their time at school while teachers can be released to fulfill their primary role of educating.

Dated this _____ day of _____ 2022.

Chief of Police

Wakefield School Board Chair

Superintendent of Schools

Scoreboard Enterprises Inc.

SALES - INSTALLATION - SERVICE

274 Fruit Street Mansfield, MA 02048
508-339-8113 Fax 508-339-0184

www.scoreboardenterprises.com

QUOTE

Paul School
Sanbornville
NH 03872

Date
13 May 2022

Expiry Date
12 July 2022

Quote Number
11800

Tax Number
042605006

274 Fruit St.
Mansfield, MA 02048
mike@scoreboardenterprises.com
Cell - 860.948.8112

Description	Quantity	Amount
Scoreboard Components		
Daktronics BB-2103 PanaViewTuff Sport Basketball/Volleyball/Wrestling 6' x 8' Scoreboard	1	4,325.00
Indoor Border Stripe	1	100.00
Protective Screen for Basketball BB-2103	1	1,450.00
Corner/Logo Panel	2	192.00
	Total	6,067.00
Control Components		
RC-200 Handheld Controller Kit	1	440.00
RC-200 Receiver Kit	1	500.00
	Total	940.00
Shipping		
Shipping	1	650.00
	Total	650.00
Installation		
Indoor Installation	1	3,700.00
	Total	3,700.00
	Subtotal	11,357.00
	Total USD	11,357.00

Installation scope for the above estimate includes the following:

- Lift Rental
- Receive, inspect and transport Daktronics scoreboard equipment to install location.
- Remove and dispose existing scoring equipment.
- Uncrate new scoring equipment and mounting hardware.
- Mount new Daktronics BB-2103 scoreboard + protective screen.
- Mount radio receiver, calibrate radio frequencies, and test radio receiver(s).
- Test all functions.
- Provide on-site owner training.

Standard Exclusions to include:

- SEI requires full access to the gym for the duration of the installation to include but not limited to - Lift, ladders, power tools, etc
- SEI requires power within 6' of the Scoreboard mounting locations by others.
- SEI is not responsible for the integrity of the existing walls, structures, etc

Terms of Estimate:

All quotes are valid for 60 days. Expired quotes will require all pricing to be reviewed and updated.

PAUL SCHOOL KINDERGARTEN REPORT CARD

60 Taylor Way, Sanbornville, NH 03872

Student Name:

School Year: 2022-2023

Teacher:

Progress Key	Marking Period		
	1	2	3
4 Exceeds: Consistently Exceeds Expectations			
3 Secure: Demonstrates Expectations			
2 Developing: Working Toward Expectations, Needing Some Support			
1 Beginning: Substantial Support Needed			
Mathematics			
Counts to 100 by ones			
Counts to 100 by tens			
Counts forward beginning from a given number within the known sequence (instead of starting at 1)			
Represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)			
One to one correspondence			
Tells one more and one less			
Understands quantities (greater than, less than, equal to)			
Builds numbers using ones and tens (e.g., 18=(10+8))			
Compares objects by size, attributes, length, weight, and/or height			
Classifies and sorts objects into given categories			
Identifies basic shapes regardless of their orientation or overall size			
Identifies shapes as two-dimensional or three-dimensional			
Creates and extends existing patterns			
Creates and extends existing patterns			
Integrated Arts (effort)			
Art			
Health			
Library/tech			
Music			
Physical Education			

Language Arts	Marking Period		
	1	2	3
Name upper and lowercase letters of the alphabet taught to date			
Reads common high-frequency words by sight			
Letter/sound correspondence			
Produces rhyming words			
Segments syllables in spoken words			
Blends two and three letter words			
Recognizes rhyming words			
Begins to understand story elements: characters, setting, problem, solution, and retelling major events			
Expresses an idea using pictures and letters			
Uses phonetic or temporary spelling			
Capitalizes first word in a sentence and I			
Correctly names punctuation marks			
Participates in collaborative conversations in small and large groups			
Speaks audibly and expresses thoughts, feeling and ideas clearly.			
Prints upper and lowercase letters			
Accurately prints name beginning with a capital letter			
Science			
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records information			
Social Studies			
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records information			

Learning Habits/Interrelationships	Marking Period		
	1	2	3
Listens and follows directions			
Works independently			
Organizes and cares for materials			
Uses time wisely			
Completes work neatly			
Attempts to solve problems			
Shows effort toward work			
Works cooperatively with others			
Is willing to take risks			
Is considerate of peers and adults			
Respects property and ideas of others			
Individual Growth			
Displays self-confidence			
Displays self-control			
Respects school and playground rules and property			
Takes responsibility for own needs and belongings			
Completes homework			
Takes responsibility for own actions			
Attendance	1	2	3
Days absent			
Days tardy			
Days dismissed			

Classroom Teacher Comments
<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>

PAUL SCHOOL GRADE 1 REPORT CARD

60 Taylor Way, Sanbornville, NH 03872

Student Name: _____

School Year: 2022-2023

Teacher: _____

Progress Key	Marking Period		
	1	2	3
4 Exceeds: Consistently Exceeds Expectations			
3 Secure: Demonstrates Expectations			
2 Developing: Working Toward Expectations, Needing Some Support			
1 Beginning: Substantial Support Needed			
Mathematics			
Add and subtract within 20			
Solve word problems involving addition and subtraction			
Write and solve number sentences within 20			
Count to 120 starting at any number			
Understand tens and ones place value			
Count by 10s starting at any number			
Express the length of an object as a whole number			
Tell and write time in hours and half-hours			
Identify the value of all US coins and know their value			
Define attributes of two or three dimensional shapes			
Divide circles and rectangles into two or four equal parts			
Understand halves, fourths, and quarters			

Language Arts	Marking Period		
	1	2	3
Reads grade-level text with purpose and understanding			
Reads with accuracy and fluency			
Reads with expression			
Shows vocabulary growth			
Applies phonics and word attack skills			
Answer questions about key details in a text			
Decode two-syllable words			
Shows growth in acceptable spelling patterns			
Writes various types of texts			
Collects ideas for writing through drawing, discussing and brainstorming			
Adds details to strengthen writing			
Can revise and edit			
Can produce complete sentences			
Expresses ideas clearly in writing			
Retells or reads own writing			
Uses capitalization and punctuation properly			
Can neatly print all upper and lowercase letters			
Expresses ideas clearly in speaking			

Learning Habits/Inter-Relationships	Marking Period		
	1	2	3
Listens and follows directions			
Works independently			
Organizes and cares for materials			
Uses time wisely			
Completes work neatly			
Attempts to solve problems			
Shows effort toward work			
Works cooperatively with others			
Is willing to take risks			
Is considerate of peers and adults			
Respects property and ideas of others			

Classroom Teacher Comments	Marking Period		
	1	2	3
Quarter 1			
Quarter 2			
Quarter 3			

Integrated Arts (effort)	Marking Period		
	1	2	3
Art			
Health			
Library/Tech			
Music			
Physical Education			

Science	Marking Period		
	1	2	3
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records Information			

Social Studies	Marking Period		
	1	2	3
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records Information			

Attendance	Marking Period		
	1	2	3
Days absent			
Days tardy			
Days dismissed			

PAUL SCHOOL GRADE 2 REPORT CARD

60 Taylor Way, Sanbornville, NH 03872

Student Name:

School Year: 2022-2023

Teacher:

Progress Key	1	2	3
4 Exceeds: Consistently Exceeds Expectations			
3 Secure: Demonstrates Expectations			
2 Developing: Working Toward Expectations, Needing Some Support			
1 Beginning: Substantial Support Needed			
	Marking Period		
Language Arts	1	2	3
Reads grade-level text with accuracy and understanding			
Identifies main idea, details and major events in a text			
Asks and answers questions to demonstrate understanding of text			
Contributes appropriately to discussion and group work			
Expresses ideas clearly in speaking			
Prints legibly, using upper and lower case letters, with space between words			
Writes complete sentences and applies punctuation, capitalization, and grammar rules			
Recognizes, reads, and writes high-frequency words			
Shows growth in spelling patterns			
Applies phonics and word attack skills to decode words			
Determines meaning of unknown words using an array of strategies			
Uses text features to locate information efficiently			
Writes, using complete sentences, to communicate ideas and information			
Using the writing process, participates in shared research and writing projects			
Integrated Arts (effort)			
Art			
Health			
Library/Tech			
Music			
Physical Education			

Mathematics	1	2	3
Knows addition facts and related subtraction facts and uses them to solve problems			
Identifies parts of the day, days of the week, months of the year and dates on a calendar			
Identifies, counts and compares numbers to 1,000 using standard, word and expanded form			
Understands hundreds, tens and ones place value			
Adds and subtracts three-digit numbers accurately and efficiently			
Solves addition and subtraction number stories			
Identifies, determines the value, describes equivalencies, and solves number stories involving dollar bills and coins			
Tells and writes time to the nearest five minutes using a.m. and p.m.			
Identifies and represents halves, thirds and quarters as parts of a whole			
Measures and compares objects using standard and metric units			
Organizes, classifies, represents and interprets data using tallies, charts, tables, bar and picture graphs			
Describes, identifies, and compares attributes of two- and three-dimensional shapes			
Identifies symmetry in two-dimensional shapes			

Science	1	2	3
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records information			

Social Studies	1	2	3
Contributes to discussions and activities			
Learns and understands new facts and concepts			
Records information			

Learning: Habits/Inter-Relationships	1	2	3
Listens and follows directions			
Works independently			
Organizes and cares for materials			
Uses time wisely			
Completes work neatly			
Attempts to solve problems			
Shows effort toward work			
Works cooperatively with others			
Is willing to take risks			
Is considerate of peers and adults			
Respects property and ideas of others			

Individual Growth	1	2	3
Displays self-confidence			
Displays self-control			
Respects school and playground rules and property			
Takes responsibility for own needs and belongings			
Completes homework			
Takes responsibility for own actions			

Attendance	1	2	3
Days absent			
Days tardy			
Days dismissed			

Classroom Teacher Comments

Trimester 1

Trimester 2

Trimester 3

PAUL SCHOOL GRADE 3 REPORT CARD

60 Taylor Way, Sanbornville, NH 03872

Student Name:

School Year: 2022-2023

Teacher:

Progress Key			
A+ = 97-100	B = 83-86	C=70-72	D = 60-62
A = 94-96	B- = 80-82	D+ = 67-69	F = 0-59
A- = 90-93	C+ = 77-79	D = 63-66	
B+ = 87-89	C = 73-76		

Performance Levels			
4= Exceeds grade level expectations consistently			
3= Meets grade level expectations consistently			
2= Partially and/or Inconsistently meets grade level expectations			
1= Below grade level expectations			
N/A = Skill not taught this period			

Language Arts	Marking Period		
	1	2	3
Overall Grade			
Asks and answers questions to demonstrate understanding of a text			
Uses parts of speech accurately			
Demonstrates grade level spelling			
Knows and applies grade-level phonics and word analysis skills to decode			
Reads with sufficient accuracy and fluency to support comprehension			
Writing includes descriptive details and clear sequences			
Can use a dictionary to self correct			
Can identify main idea, supporting details and plot in a story			
Writes simple, compound and complex sentences			
Uses capitalization and punctuation correctly			
Writes legibly and fluently by hand, using printing or cursive handwriting			

Integrated Arts			
Art			
Health			
Library/Tech			
Music			
Physical Education			

Mathematics	Marking Period		
	1	2	3
Overall Grade			
Tells and writes time to the nearest minute			
Represents and solves problems involving multiplication and division			
Understands place value			
Understands fractions			
Can identify various geometric shapes			
Can measure and estimate liquid volumes and masses of objects using grams, kilograms, liters			
Can accurately draw a graph			
Understands and can determine the area and perimeter of shapes			
Represents and interprets data			
Solves word problems			
Multiplies and divides within 100			

Science	Marking Period		
	1	2	3
Overall Grade			
Contributes to discussions and activities			
Can record data accurately			
Learns and understands new facts and concepts			

Social Studies	Marking Period		
	1	2	3
Overall Grade			
Contributes to discussions and activities			
Can record data accurately			
Learns and understands new facts and concepts			

Learning Habits	Marking Period		
	1	2	3
Demonstrates a positive attitude toward learning			
Follows directions			
Has a clean workspace area			
Stays on task			
Completes assignments in a timely manner			
Completes homework			
Uses study skills			
Completes classwork			
Comes prepared to class			
Demonstrates perseverance			
Participates in whole group lessons			
Completes work neatly			

Social Habits	Marking Period		
	1	2	3
Listens attentively when others speak			
Speaks at appropriate times and volume			
Works collaboratively with others			
Speaks at appropriate times and volume			
Accepts responsibility for own actions			
Follows school rules			
Exhibits self control			
Accepts responsibility for own actions			
Follows school rules			
Exhibits self control			

Attendance	Marking Period		
	1	2	3
Days absent			
Days tardy			
Days dismissed			

Classroom Teacher Comments

Trimester 1

Trimester 2

Trimester 3

PAUL SCHOOL GRADE 4 REPORT CARD

60 Taylor Way, Sanbornville, NH 03872

Student Name:

School Year: 2022-2023

Teacher:

Progress Key:

A+ = 97-100	B = 83-86	C = 70-72	D = 60-62
A = 84-96	B- = 80-82	D+ = 67-69	F = 0-59
A- = 80-83	C+ = 77-79	D = 63-66	
B+ = 87-89	C = 73-76		

Performance Levels

- 4= Exceeds grade level expectations consistently
- 3= Meets grade level expectations consistently
- 2= Partly and/or inconsistently meets grade level expectations
- 1= Below grade level expectations
- N/A = Skill not taught this period

	Marking Period		
	1	2	3
Language Arts			
Overall Grade			
Asks and answers questions to demonstrate understanding of a text			
Uses parts of speech accurately			
Demonstrates grade level spelling			
Knows and applies grade-level phonics and word analysis skills to decode			
Reads with sufficient accuracy and fluency to support comprehension			
Writing includes descriptive details and clear sequences			
Can use a reference materials to self correct			
Can identify the theme, main idea, supporting details and plot in a story			
Writes simple, compound and complex sentences			
Understands similes, metaphors, idioms			
Can conduct short research project using investigation and different aspects of a topic			
Uses capitalization and punctuation correctly			
Writes legibly and fluently by hand, using printing or cursive handwriting			

Integrated Arts			
Art			
Health			
Library/Teach			
Music			
Physical Education			

	Marking Period		
	1	2	3
Mathematics			
Overall Grade			
Represents and solves word problems involving four operations			
Understands and can determine the area and perimeter of shapes			
Understands place value			
Can compare fraction problems			
Understands decimal notation for fractions			
Can identify various geometric shapes			
Fluently adds, subtracts, multiplies, divides			
Knows and can use various measurement units			
Represents and interprets data			
Can measure and create angles			
Identifies and creates line of symmetry			
Can accurately draw a graph to record data			

Science			
Overall Grade			
Contributes to discussions and activities			
Can record data accurately			
Learns and understands new facts and concepts			

Social Studies			
Overall Grade			
Contributes to discussions and activities			
Can record data accurately			
Learns and understands new facts and concepts			

	Marking Period		
	1	2	3
Learning Habits			
Demonstrates a positive attitude toward learning			
Follows directions			
Has a clean workspace area			
Stays on task			
Completes assignments in a timely manner			
Completes classwork			
Demonstrates perseverance			
Completes homework			
Uses study skills			
Comes prepared to class			
Participates in whole group lessons			
Completes work neatly			

Social Habits			
Listens attentively when others speak			
Speaks at appropriate times and volume			
Works collaboratively with others			
Speaks at appropriate times and volume			
Accepts responsibility for own actions			
Works collaboratively with others			
Accepts responsibility for own actions			
Exhibits self control			
Follows school rules			

Attendance			
Days absent			
Days tardy			
Days dismissed			

Classroom Teacher Comments			
Trimester 1			

Trimester 2			
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Trimester 3			
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Panorama 2022
Summary Report

June, 2022

1. Six groups were polled: Family Survey (public school), Family Survey (PreSchool), Family Survey (Private School), Staff Survey, Staff Survey, Community Survey.
2. Results were reported for groups with 10 or more responses.
3. Only the Family Survey (public school) had enough responses for reporting. The minimum number of 10 responded (there were 8 staff and zero in the other categories).
4. There are 9 categories in the survey. The percentage of responses was lower (more negative) in all nine categories as compared to the state average.

CATEGORIES

(summary based on the majority of responses)

Barriers to Engagement

- Transportation posed a very large problem
- Not unsure at all about how to community with the school
- The school communicates well with people

Community Engagement

- Too many covid safety measures
- School leadership ws responsive to the needs and concerns of families
- The school board did not respond to the needs and concerns of families
- The school district is not responsive to meeting the needs of students
- The school district does not offer high-quality learning opportunities; does not prepare students for postsecondary education
- Social and emotional supports are important
- Community has not had meaningful input into how covid funds would be spent
- The community does not spend the right amount of funds for education

Family Engagement

- The school communicated more frequently this year
- Staff somewhat saw parents/guardians as helpful partners
- The school did not create parent to parent connections
- Interactions with teachers were slightly effective
- The school values little/not at all parent opinions

Indicator 8 Only 2 responses

Learning Model

- Core instruction was quite modified this year
- Not satisfied with the way learning was structured

SEL & Well-Being

- Childrens' well-being is somewhat prioritized

School Climate

- Students are treated extremely well by staff regardless of race, ethnicity, culture, disability, etc.
- Students are treated somewhat to extremely well by students regardless of race, ethnicity, culture, disability, etc.
- Raised concerns by a parent/guardian will not negatively impact their child

School Safety

- Children feel safe at school
- Children are more anxious this year
- Parents feel comfortable reporting dissatisfaction about a teacher
- Bullying is about the same or worse than last year

Teaching and Learning Conditions

- Children are about a half year to not at all behind academically
- Sometimes materials are used about people from different races, ethnicities, etc.
- Children missed between 0-10 classes because of teacher absences
- Parents/guardians help their child understand the content that is being learned



Paul Elementary School (Wakefield)

**NHED Family Survey (Public K-12)
Spring 2022 - 603 Bright Futures**



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Barriers to Engagement	63% ▼ 5 since last survey	86% New Hampshire Department of Education 63% Wakefield
Community Engagement	28%	55% New Hampshire Department of Education 28% Wakefield
Family Engagement	17%	40% New Hampshire Department of Education 17% Wakefield
Indicator 8	30%	79% New Hampshire Department of Education 30% Wakefield
Learning Model	30%	58% New Hampshire Department of Education 30% Wakefield
SEL & Well-Being	30%	57% New Hampshire Department of Education 30% Wakefield
School Climate	43%	72% New Hampshire Department of Education 43% Wakefield
School Safety	33%	43% New Hampshire Department of Education 33% Wakefield



Paul Elementary School (Wakefield)

Spring 2022 - 603 Bright Futures 1. NHED Family Survey (Public K-12), NHED Family Survey (Public K-12)



Teaching and Learning Conditions

46%

63% New Hampshire
Department of Education

46% Wakefield

10 responses



Barriers to Engagement

Your average

63%

10 responses

Change

▼ 5

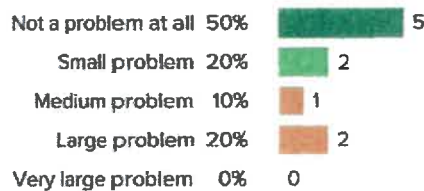
since last survey

State average: **86%** New Hampshire Department of Education

District average: **63%** Wakefield

How did people respond?

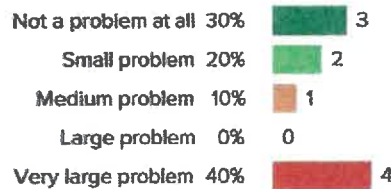
Q.1: Childcare needs



▲ 7 from last survey

Favorable: **70%**

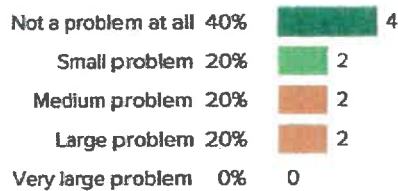
Q.2: Transportation-related challenges



▼ 1 from last survey

Favorable: **50%**

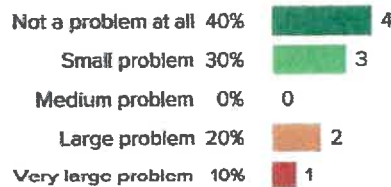
Q.3: Concerns about getting to the school safely



▼ 10 from last survey

Favorable: **60%**

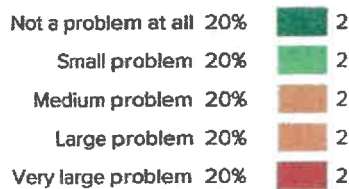
Q.4: You feel unsure about how to communicate with the school



▼ 10 from last survey

Favorable: **70%**

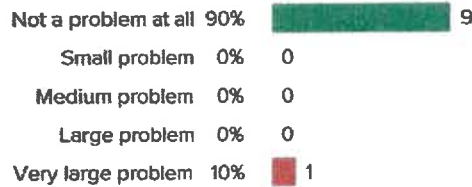
Q.5: The school provides little information about involvement opportunities



▼ 12 from last survey

Favorable: **40%**

Q.6: The school does not communicate well with people from your culture



▼ 4 from last survey

Favorable: **90%**



Community Engagement

Your average

28%

10 responses

State average: **55%** New Hampshire Department of Education

District average: **28%** Wakefield

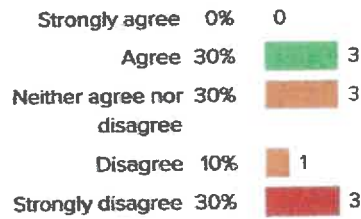
How did people respond?

Q.1: How would you describe the level of COVID-related safety measures and protocols used in your child's school to keep students healthy this year?



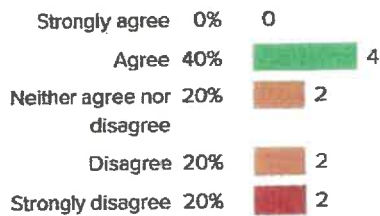
Favorable: **30%**

Q.2: My school district's response to the pandemic was appropriate.



Favorable: **30%**

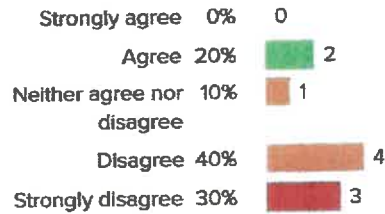
Q.3: During this school year, school leadership was responsive to the needs and concerns of families.



▲ 6 from last survey

Favorable: **40%**

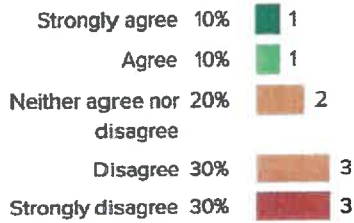
Q.4: During this school year, the school board was responsive to the needs and concerns of families.



▲ 4 from last survey

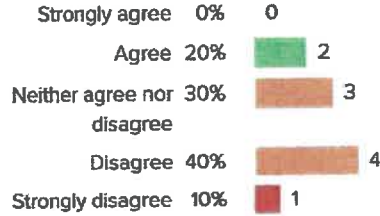
Favorable: **20%**

Q.5: My school district is responsive to meeting the needs of students.



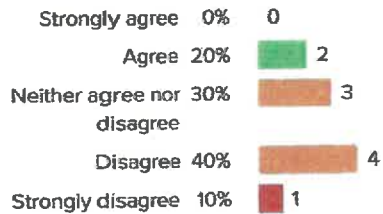
Favorable: **20%**

Q.6: My school district offers high-quality learning opportunities to students.



Favorable: **20%**

Q.7: My school district prepares students to pursue postsecondary education.



Favorable: **20%**

Q.8: My school district prepares students to pursue a career.



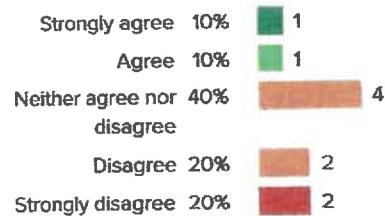
Favorable: **20%**

Q.9: It is important that my school district offer social and emotional supports to students, in addition to academics.



Favorable: **70%**

Q.10: Community members have meaningful input on school budgeting.



Favorable: **20%**

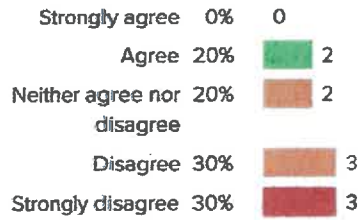


Paul Elementary School (Wakefield)

Spring 2022 - 603 Bright Futures 1. NHED Family Survey (Public K-12), NHED Family Survey (Public K-12)



Q.11: Community members have had meaningful input into how federal COVID response funds are being used.



Favorable: **20%**

Q.12: Our community spends the right amount of funds in the education of our children.



Favorable: **20%**

Q.13: Did you participate or provide input to your school's ESSER school funding?





Paul Elementary School (Wakefield)

Spring 2022 - 603 Bright Futures 1. NHED Family Survey (Public K-12), NHED Family Survey (Public K-12)



Family Engagement

Your average

17%

10 responses

State average: **40%** New Hampshire Department of Education

District average: **17%** Wakefield

How did people respond?

Q.1: How frequently did your child's school communicate with you compared to last year?



Q.2: How often did you meet with your child's teacher(s) this year (both in person and virtually)?

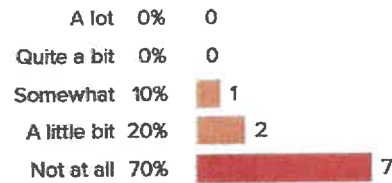


Favorable: **0%**

Q.3: To what extent do staff at your child's school view parents/guardians as helpful partners and assets in their child's learning?



Q.4: How much has your child's school helped you connect with other parents/caregivers?



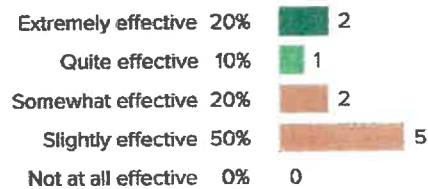
Favorable: **0%**

Favorable: **20%**

Q.5: How much do you trust that your child's teachers do what is in the best interest of your child?



Q.6: How effective do you feel in your interactions with your child's teacher(s)?



Favorable: **40%**

Favorable: **30%**

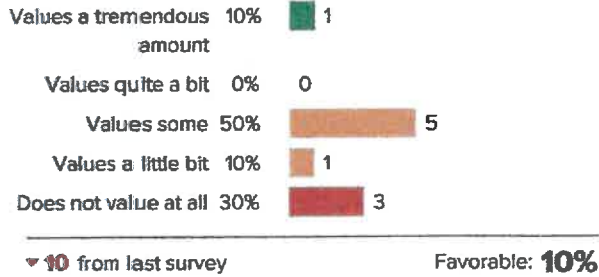


Paul Elementary School (Wakefield)

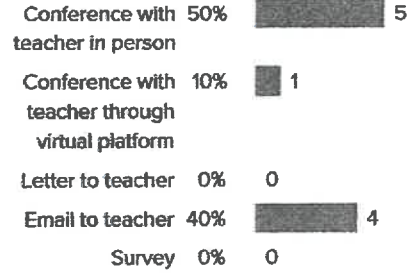
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Q.7: How much do you feel the school values your opinions?



Q.8: What is the most effective way for you to give your child's school feedback?





Indicator 8

Your average

30%

10 responses

State average: **79%** New Hampshire Department of Education

District average: **30%** Wakefield

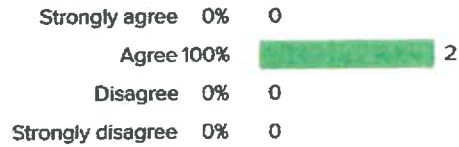
How did people respond?

Q.1: The school creates an environment in which I feel comfortable asking questions and expressing concern about my child's special education services.



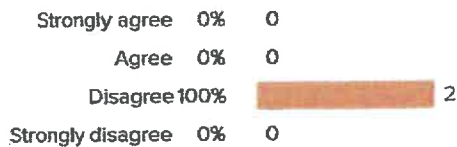
Favorable: **50%**

Q.2: I feel my knowledge and opinions are included in the discussions about how well special education services are meeting my child's needs.



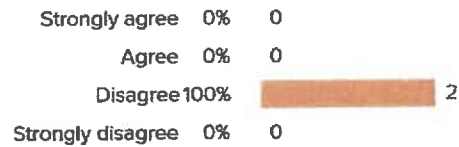
Favorable: **100%**

Q.3: The school team explains what options I have as a parent if I disagree with an IEP team decision.



Favorable: **0%**

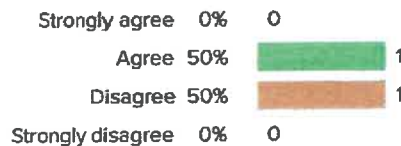
Q.4: The school team regularly communicates with me regarding my child's progress on IEP goals.



▼ **56** from last survey

Favorable: **0%**

Q.5: I feel I can disagree with my child's special education program or services without negative consequences for me or my child.



▼ **17** from last survey

Favorable: **50%**

Q.6: My child's special education evaluation report (written summary) is written in terms I understand.



▼ **67** from last survey

Favorable: **0%**

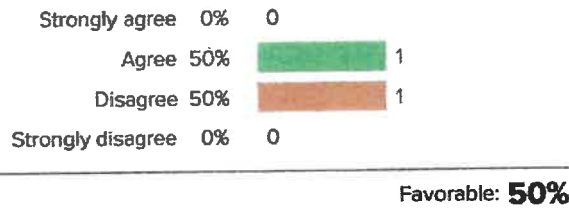


Paul Elementary School (Wakefield)

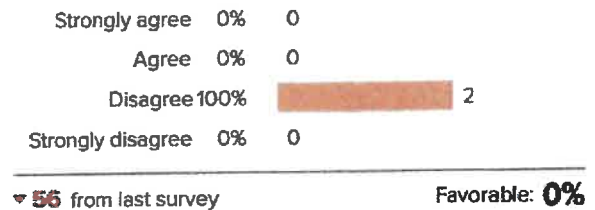
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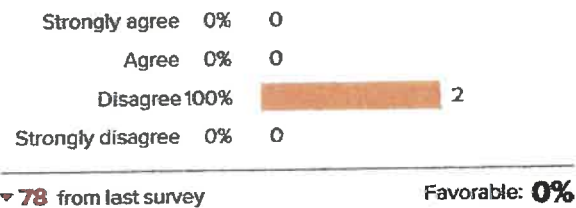
Q.7: I have been involved in transition (e.g., birth to three to preschool, preschool to school age, grade level, postsecondary) discussions to plan for my child's special education program or services.



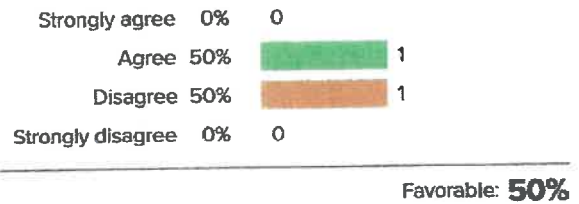
Q.8: My child's school gives me enough information to know whether or not my child is making adequate progress on their IEP goals.



Q.9: The special education evaluation results were thoroughly explained to me in a way that I understood.



Q.10: I am treated as an equal member in the IEP team decision-making process.





Learning Model

Your average

30%

10 responses

State average: **58%** New Hampshire Department of Education

District average: **30%** Wakefield

How did people respond?

Q.1: How significantly was this year's core instruction modified from previous years?



▲ 28 from last survey

Favorable: **50%**

Q.2: How satisfied are you with the way learning was structured at your child's school this year?



Favorable: **10%**



SEL & Well-Being

Your average

30%

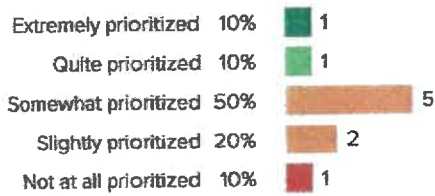
10 responses

State average: **57%** New Hampshire Department of Education

District average: **30%** Wakefield

How did people respond?

Q.1: How much is your child's well-being prioritized by their school?



Favorable: **20%**

Q.2: To what extent do you know how your child is doing socially at school?



Favorable: **40%**



Paul Elementary School (Wakefield)

Spring 2022 - 603 Bright Futures 1. NHED Family Survey (Public K-12), NHED Family Survey (Public K-12)



School Climate

Your average

43%

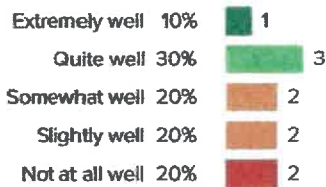
10 responses

State average: **72%** New Hampshire Department of Education

District average: **43%** Wakefield

How did people respond?

Q.1: How well do administrators at your child's school create a school environment that helps students learn?



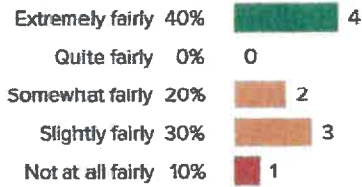
Favorable: **40%**

Q.2: How respectful are the relationships between staff and students at your child's school?



Favorable: **30%**

Q.3: To what extent do staff at your child's school treat students fairly regardless of race, ethnicity, culture, disability, or other differences?



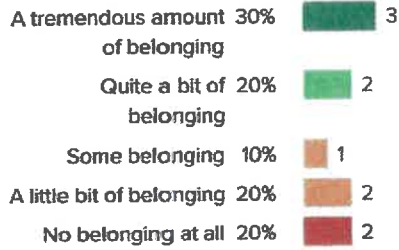
Favorable: **40%**

Q.4: To what extent do students at your child's school treat other students fairly regardless of race, ethnicity, culture, disability, or other differences?



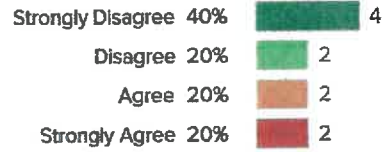
Favorable: **40%**

Q.5: How much of a sense of belonging does your child feel at their school?



Favorable: **50%**

Q.6: If I raise concerns with my child's school, it will negatively impact my child.



Favorable: **60%**



School Safety

Your average

33%

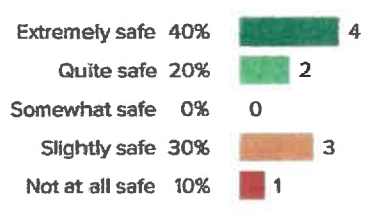
10 responses

State average: **43%** New Hampshire Department of Education

District average: **33%** Wakefield

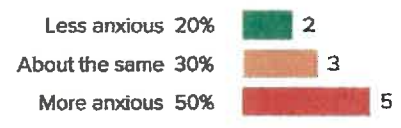
How did people respond?

Q.1: Overall, how safe does your child feel at school?



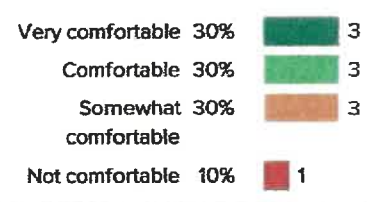
Favorable: **60%**

Q.2: Do you feel that your child was less or more anxious towards school this year compared to prior years?



Favorable: **20%**

Q.3: How comfortable do you feel reporting dissatisfaction with teacher conduct?



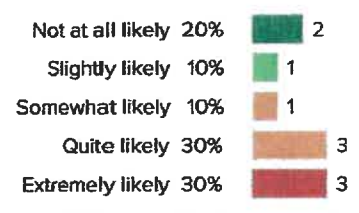
Favorable: **60%**

Q.4: Do you feel that student bullying this year is worse than prior to the pandemic?



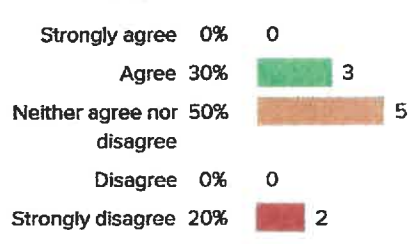
Favorable: **0%**

Q.5: How likely is it that someone from your child's school will be bullied?



Favorable: **30%**

Q.6: The staff at my child's school respond quickly and appropriately - according to policy - when faced with a bullying incident.



Favorable: **30%**



Teaching and Learning Conditions

Your average

46%

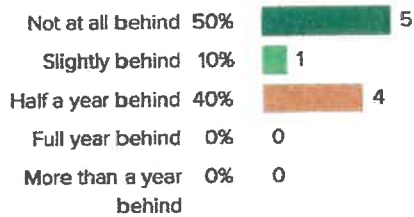
10 responses

State average: **63%** New Hampshire Department of Education

District average: **46%** Wakefield

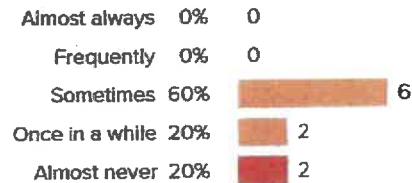
How did people respond?

Q.1: How far behind academically, if at all, is your child?



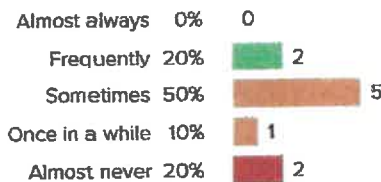
Favorable: **60%**

Q.2: How often do instructional materials in your child's school encourage students to learn about a broad range of people from different races, ethnicities, geographies, and cultures?



Favorable: **0%**

Q.3: How often does instruction at your child's school incorporate new or innovative approaches designed to better reach students?



Favorable: **20%**

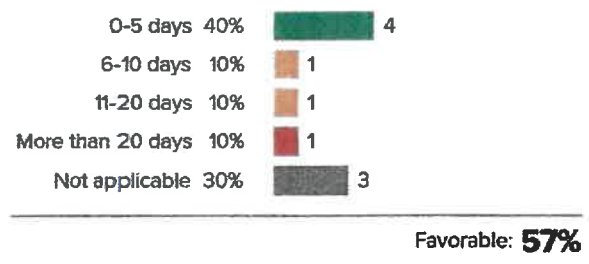
Q.4: How many instructional days did your child miss because of COVID protocols?



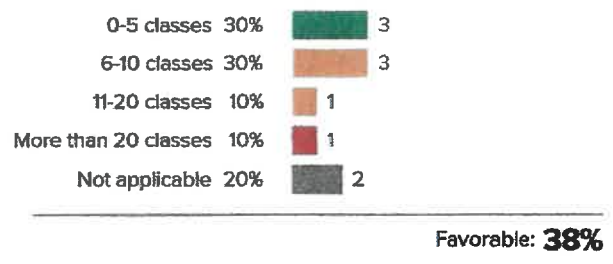
Favorable: **40%**



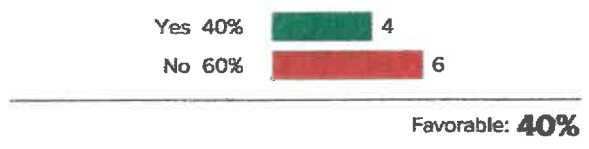
Q.5: How many instructional days did your child miss because their primary teacher was not in school?



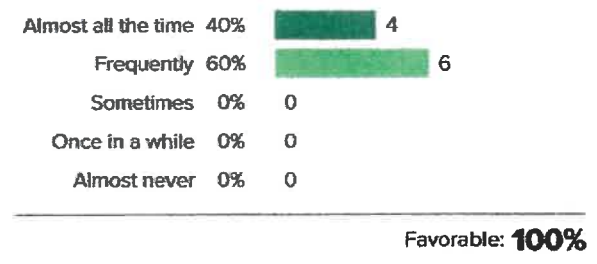
Q.6: How many classes did your child miss because of teacher absence?



Q.7: Have you been provided educational goals for your child and resources to help with their learning?



Q.8: How often do you have conversations with your child about what his/her class is learning in school?



Q.9: How often do you help your child understand the content s/he is learning in school?



Please comment on your satisfaction or dissatisfaction with the way learning was structured at your child's school this year.

- It was all over the place this year, the behaviors the instruction
- You students learn through play and should be provided more experiences with that both in and out of the classroom.
- I feel that there needs to be more staff for one on one opportunities.
- My Kindergartner has thrived this year at the Paul Elementary School. I appreciate the hands-on learning and ability to meet her needs day to day.
- they went out and bought everyone laptops but then did not use them for snow days or in school most of the time. Luckily we did not need to shut down as much but have gone completely over board with lots of safe spaces, trying to hire a bunch more behaviorist, they have quite a few rooms just for IEP kids and gave them the gym to use too. School is not that big and we need to look at the big picture on helping kids not a select few, they need their services but this is getting out of hand... we need to draw back on the coddling and reinstate holding kids back if they are not able to complete the work and start holding kids accountable for bad behavior. I can not have a safe space at work my boss would laugh at me if I suggested such a thing. we need to prepare the kids for real world activities and expectations. Someone really needs to deep dive in to sped programs, requests, supplies, orders & staff. This current superintendent cut the budget by about 500,000 and there is still more to go. not every teacher needs a para and not every school needs 7-20 ABA tutors. I highly doubt we have 7 autistic children in a school with roughly 450-500 students and apparently they all need there own aba tutor, they can not share 1 or 2? even though they only meet with them for maybe an hour or 2 a day, the rest of the time they are in class alone with the regular teacher.
- The school has not been able to hire teachers with certifications for the classes they are teaching. The school also has not been able to retain teachers.
- We've had significant staffing issues at our school, which has caused an impact on the kids learning. Given the lack of staff, my daughters IEP needs were not being adequately met. She had long-term subs that were not equipped to teach her and one teacher who didn't work well with her IEP needs
- We allow the children to basically do as they please as long as they are happy. There is no structure
- COVID RESTRICTION MADE FOR A LESS THEN IDEAL LEARNING ENVIRONMENT. IT SHOWS IN HOW SLOWLY THEY HAVE BEEN PROGRESSING IN CLASS.
- My middle son in 7th grade has consistently bullied for being gay with nothing done by the school to prevent it has only gotten worse and his interrupted his education

What is one thing that went well with your child's education this year that you would like to see continued?

- School has been able to be in person.
- It's hard to say because I pulled her mid year to finish it homeschooling, just to get her where she needs to be in her grade.
- Great relationship with his classroom teacher.
- IA
- Outdoor classroom!

- people out with covid or a sickness bring the laptop home and if well enough to get the school work done. if its complete it would be good to count that as a school day.
- She learned to read and has been encouraged to read to her likely first grade teacher next year.
- POSITIVE ENCOURAGEMENT
- Music and gym were motivating for both children

Is there anything with your child's learning this year that you would like to see improved?

- All of the academics
- No
- The children need to stay in class
- More hands on learning. More tools for kids who need outside of the box teaching.
- READING AND SPELLING
- I do not think she has been challenged academically this year.
- When my daughter is ahead of her whole class in any given subject, she should be able to be put into an advanced class
- every bit of it the school is run very poorly half the time there was know staff when they should of closed verses stay open when your not teaching it just baby sitting.
- less safe spaces the rooms are just an excuse to get out class, no accountability for child or teacher behavior or any expectations for when you go to the room. Stop hiring all these Para, ABA tutors and behaviorist seems like quite a bit for small schools.
- Consistent monitoring of student progress and adjustment of content when there is growth. Students who are at or above grade need to be challenged.

What is your school district's most effective strategy for engaging the community?

- they sometime send out surveys. Usually the school just tells us what they are using funds for unless its special ed then they refuse to tell you what they are buying. The statement is always the same its for special ed so we can not discuss what we are buying as its for a child and that's confidential.
- They do not engage the community at all
- they listen to the squeaky wheel of a few parent that make the most noise the idiots and not do what is good for the whole group.
- AT THIS TIME, PARENT E-MAIL
- Inviting parents to visit the school.
- They don't
- Public meetings
- Virtual school board meetings
- Social media platforms, mostly
- Hard to tell, communication is sporadic. Sometimes it's email, sometimes it's a call, and sometimes it's even social media, but it's not consistent

BOARD MEMBER CONFLICT OF INTEREST

As elected officials, school board members owe a duty of loyalty to the general public in protecting the school district's interests. Therefore, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, and demonstrable and which is or may be in conflict with the public interest.

A board member who has a personal or private interest in a matter proposed or pending before the Board will disclose such interest to the Board, will not deliberate on the matter, will not vote on the matter, and will not attempt to influence other members of the Board regarding the matter. Additionally, Board members should refrain from engaging in conduct or actions, that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses with which a Board member is an employee. The policy is designed to prevent placing a Board member in a position where his interest in the public schools and his interest in his place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist.

Nepotism

The Board may employ a teacher or other employee if that teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or any member of the Board. Such a relationship will not automatically disqualify a job applicant from employment with the school district.

However, the Board member shall declare his/her relationship with the job applicant and will refrain from debating, discussing, or voting on a nomination or other issue. The job applicant is expected to declare his/her relationship with the Board member as well.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adoption of this policy, or a Board member's election.

Legal References:

Marsh v. Hanover, 113 NH 667 (1973) and
Atherton v. Concord, 109 NH 164 (1968)

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

Adopted by the Board: 14 March 2001
Revised by the Board: 4 June 2002
Reaffirmed by the Board: 1 November 2006
Revised by the Board: 5 September 2012

INVESTMENT

The Wakefield School Board authorizes the School District Treasurer working in conjunction with the Superintendent and Business Administrator and pursuant to RSA 197:23-a to invest the funds of the district subject to the following objectives and standards of care.

OBJECTIVES

The three objectives, in priority order, of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield of the investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, considering the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. *Prudence.* The standard of prudence to be used by the District Treasurer and Superintendent or Business Administrator involved in the investment process shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the GFOA* Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. *Ethics and Conflict of Interest.* The School District Treasurer and Superintendent or Business Administrator involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District particularly regarding the timing of purchases and sales.
3. *Internal Controls.* The District Treasurer and Superintendent or Business Administrator shall establish a system of internal controls that shall be documented in writing. The School Board and an independent auditor shall review the internal controls.

The investment of funds will be left to the discretion of the Board.

The investment policy shall be reviewed annually by the School Board.

Statutory Reference:

RSA 197:23 (a)
 RSA 383:22
 Appendix DFA-R

Mary Collins, Chairperson
 Brennan Peaslee, Vice Chairperson
 Sandra Taliaferro
 Bob Ouellette
 Robert DeColfmacker

Adopted by the Board: 14 March 2001
Reaffirmed by the Board: 6 May 2002
Revised by the Board: 6 June 2012
Reaffirmed: 3 August 2021
Reaffirmed: