

Agenda Worksheet

School Administration Unit #101 Wakefield School District Board Meeting:

Paul School Library

60 Taylor way, Sanbornville, NH

**Date: Tuesday, December 20, 2022 at
6:00pm**

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **AGENDA REVIEW**
3. **PRESENTATIONS, PUBLIC HEARINGS**
 - a. PTA Update
4. **PUBLIC COMMENTS:** Public's opportunity to speak to items on the agenda.
5. **CONSENT AGENDA**
 - a. AP Manifest - Batch #37041, \$4,294.25; Batch #37098, \$1,352.90; Batch #37112, \$54,385.20; Batch #37100, \$135.08; Batch #37254, \$138,035.80
 - b. Payroll Manifest - Batch #37094, \$165.08; Batch #37106, \$834.00, Batch #37163, \$82,251.00; Batch #37233, \$212,889.31
 - c. Enrollment
6. **MEETING MINUTES**
 - a. 12.6.22 Public Meeting Minutes (draft)
 - b. 12.14.22 Policy Meeting Minutes
7. **REPORTS**
 - i. Student Services Report
8. **OLD BUSINESS**
 - a. Judith A. Nason Scholarship
 - b. Warrant Articles
9. **NEW BUSINESS**
 - a. Superintendent Evaluation
10. **POLICIES (indicates first or second reading)**
 - a. Policy IJLL- Policy on Reconsideration of Library or Class Materials (1st Reading)
 - b. Policy BHE- School Board Use of Email (1st Reading)
 - c. Policy IJL- Library Materials Selection and Adoption (2nd Reading)
11. **NOMINATIONS/HIRES/RESIGNATIONS**
12. **CORRESPONDENCE**
13. **NON-PUBLIC:** RSA 91-A:3 II (c)
14. **ADJOURNMENT:** _____ **PM**

Upcoming: The next Wakefield School Board meeting will be held Tuesday, January 3, 2022

Agenda Worksheet

Statutory Reasons cited as foundation for the Nonpublic Sessions.

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

91-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 (1): 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

Check Batch: 37041
 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
37041	90184	11/16/2022	669	EVERSOURCE	0.00	3,773.26
	90185	11/16/2022	175	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	0.00	520.99
	Totals:				0.00	\$4,294.25

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WAKEFIELD SCHOOL DISTRICT Manual AP Check Register

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 Vice-Chairman

Sandra Taliaferro, School Board Member

Robert DeColfmacher
Robert DeColfmacher, School Board Member

Bob Ouellette
Robert Ouellette, School Board Member

Carlene Stewart
Carlene Stewart, Treasurer

Anne Kebler
Anne Kebler, CEO

2 Checks Listed.

WAKEFIELD SCHOOL DISTRICT

Manual AP CHECK REGISTER

Check Batch: 37098
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
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 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
37098	90186	11/29/2022	2110	PITNEY BOWES PURCHASE POWER	0.00	173.31
	90187	11/29/2022	834	WASTE MGMT OF NH-ROCHESTER	0.00	1,179.59
Totals:					0.00	\$1,352.90

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WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Robert DeColimack

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Bob Ouellette

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Carlene Stewart

Carlene Stewart, Treasurer

Anne Kebler

Anne Kebler, CEO

2 Checks Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 57851

Check Batch: 37112
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 Check Dates: (Earliest) - (Latest)
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 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
37112	21871	12/02/2022	310	AMAZON.COM	0.00	135.00
	21872	12/02/2022	9426	BOOTHBY THERAPY SERVICES, LLC	0.00	262.50
	21873	12/02/2022	9570	BROX INDUSTRIES, INC	0.00	17,541.47
	21874	12/02/2022	9096	CHRISTINE D. TYRIE	0.00	3,103.77
	21875	12/02/2022	1190	CLEAN-O-RAMA	0.00	548.87
	21876	12/02/2022	9574	CLEMENTS & SONS	0.00	5,000.00
	21877	12/02/2022	342	CROWELL'S TOWING & REPAIR	0.00	628.78
	21878	12/02/2022	9534	CUSTOM COMPUTER SPECIALIST	0.00	17,470.50
	21879	12/02/2022	1840	ELAYNE ELLIS	0.00	237.31
	21880	12/02/2022	8926	IRVING ENERGY	0.00	718.59
	21881	12/02/2022	9225	Jayne Sullivan	0.00	237.50
	21882	12/02/2022	2881	KEBLER, ANNE	0.00	115.99
	21883	12/02/2022	2288	MSB CONSULTING GROUP	0.00	16.72
	21884	12/02/2022	2128	NAPA AUTO PARTS	0.00	539.40
	21885	12/02/2022	1411	NE LIFT CO.	0.00	419.00
	21886	12/02/2022	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	224.75
	21887	12/02/2022	9530	SOLIAINT	0.00	2,350.00
	21888	12/02/2022	1706	CHARTER COMMUNICATIONS	0.00	432.07
	21889	12/02/2022	1675	THE HOME DEPOT CREDIT SERVICES	0.00	896.61
	21890	12/02/2022	9368	VERIZON	0.00	163.32
	21891	12/02/2022	2957	VOYA CLAIMS FUNDING	0.00	3,093.05
	21892	12/02/2022	575	WILLIAMS, BERNARD J	0.00	250.00
Totals:					0.00	\$54,385.20

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Robert DeCollmacher
Robert DeCollmacher, School Board Member

Bob Ouellette
Robert Ouellette, School Board Member

Carlene Stewart
Carlene Stewart, Treasurer

Anne Kebler
Anne Kebler, CEO

22 Checks Listed.

WAKEFIELD SCHOOL DISTRICT

Manual AP CHECK REGISTER

Report # 57826

Check Batch: 37100
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
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 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
37100	90188	11/30/2022	958	CONSOLIDATED COMMUNICATIONS	0.00	135.08
Totals:					0.00	\$135.08

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WAKEFIELD SCHOOL DISTRICT

Manual AP CHECK REGISTER

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Robert DeCoffmacker

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Bob Ouellette

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Carlene Stewart

Carlene Stewart, Treasurer

Anne Kebler

Anne Kebler, CEO

1 Check Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 58224

Check Batch: 37254
 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
37254	21896	12/13/2022	9568	ACP FACILITY SERVICES	0.00	7,973.33
	21897	12/13/2022	9358	ALWARD, KIMBERLY	0.00	495.00
	21898	12/13/2022	2308	BOSTON MUTUAL LIFE INSURANCE CO.	0.00	667.78
	21899	12/13/2022	1190	CLEAN-O-RAMA	0.00	6,600.01
	21900	12/13/2022	342	CROWELL'S TOWING & REPAIR	0.00	372.35
	21901	12/13/2022	378	EASTER SEALS NEW HAMPSHIRE	0.00	9,406.47
	21902	12/13/2022	9088	ELDRIDGE TRANSPORTATION SERVICE	0.00	12,932.46
	21903	12/13/2022	9563	EXTERUS FURNITURE	0.00	4,708.47
	21904	12/13/2022	1402	FRESH PICKS CAFE, LLC	0.00	22,777.88
	21905	12/13/2022	9477	HOWARD SYSTEMS	0.00	8,250.00
	21906	12/13/2022	2161	HOWE TWO LAWN CARE & LANDSCAPING LLC	0.00	2,800.00
	21907	12/13/2022	8926	IRVING ENERGY	0.00	858.69
	21908	12/13/2022	8927	IRVING ENERGY-PROPANE	0.00	4,152.32
	21909	12/13/2022	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	109.44
	21910	12/13/2022	9565	MILLEN, ELAINE	0.00	5,250.00
	21911	12/13/2022	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	6,263.37
	21912	12/13/2022	2288	MSB CONSULTING GROUP	0.00	60.67
	21913	12/13/2022	2128	NAPA AUTO PARTS	0.00	189.99
	21914	12/13/2022	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	7,437.50
	21915	12/13/2022	9519	NEW HAMPSHIRE PRINT & MAIL	0.00	340.32
	21916	12/13/2022	9099	ONSITE DRUG AND ALCOHOL SERVICES, LLC	0.00	109.16
	21917	12/13/2022	506	PIONEER MECHANICAL	0.00	4,813.00
	21918	12/13/2022	9530	SOLIANT	0.00	2,912.50
	21919	12/13/2022	1706	CHARTER COMMUNICATIONS	0.00	850.00
	21920	12/13/2022	9440	STATE OF NH DEPARTMENT OF LABOR	0.00	100.00
	21921	12/13/2022	9581	The Critical Thinking Co.	0.00	2,426.51
	21922	12/13/2022	9191	TORRES, LUIS	0.00	700.00
	21923	12/13/2022	804	TREASURER, STATE OF NH	0.00	3,629.62

WAKEFIELD SCHOOL DISTRICT

AP CHECK REGISTER

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	21924	12/13/2022	9083	TYLER BUSINESS FORMS	0.00	64.98
	21925	12/13/2022	9293	UNION LEADER	0.00	62.20
	21926	12/13/2022	9208	Universal Recycling Technologies, LLC	0.00	406.31
	21927	12/13/2022	887	US GAMES	0.00	65.61
	21928	12/13/2022	2957	VOYA CLAIMS FUNDING	0.00	1,822.88
	21929	12/13/2022	9126	WCC LEASING LLC	0.00	18,220.00
	21930	12/13/2022	2243	WEST MUSIC	0.00	13.90
	21931	12/13/2022	9467	WHITE, KRISTEN	0.00	193.08
Totals:					0.00	\$138,035.80

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

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Robert DeCormier
Robert DeCormier, School Board Member

Bob Ouellette
Robert Ouellette, School Board Member

Carlene Stewart
Carlene Stewart, Treasurer

Anne Kebler
Anne Kebler, CEO

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36 Checks Listed.

Wakefield School District/SAU 101

Paul School

Superintendent: Anne Kebler

Principal: Kristen White Assistant Principal: Ivy Leavitt-Carlson

December Enrollment Report

2022-2023

Grade	Class	Inv. Total	Class	Inv. Total	Class	Inv. Total
Little Paws	17	Boston AM	9	Boston PM	8	
K	42			Libby	21	Lugo
1	36	Learned	12	Jakubec	12	Courts
2	43	Royle	14	Kelly	13	Krafton
3	63	Robinson	22	Reynolds	21	Purvis
4	55	O'Neill	20	Levesque	20	Osmer
5	52	Olson	19		16	Seigler
6	42	Perkins	21	Boucher	21	
7	53	Gillikin (LA)	18	Nason (Science)	18	Bultman (Math)
8	52	Fairfield (SS)	18	Hurley (LA)	17	Wolforth(Math)
Overall Total:		455				

12/5/22



Wakefield School Board Public Minutes

December 6, 2022

Held in the Paul School Library

Approved

BOARD MEMBERS		ADMINISTRATORS	
Mary Collins, Chair	✓	Anne Kebler, Superintendent via Zoom	✓
Brennan Peaslee, Vice Chair	✓	Frank Markiewicz, Business Administrator via Zoom	✓
Bob Ouellette	✓	Lisa Dubois, Special Ed Director	
Sandrea Taliaferro	✓	Kristen White, Principal	✓
Robert DeColfmacker			

Others Present: Joe Williams and Mary Soares from Clearview TV.

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

Agenda Review

Nothing added

Presentations/Public Hearings

Public Hearing pursuant to RSA 198:20-c to withdraw funds from the Transportation Trust Fund
Mrs. Collins opened the Public Hearing at 6:02. Mrs. Kebler said this is for the last payment for the lease on the bus. Mrs. Peaslee asked if the trust could be used for this as it's supposed to be in the operating budget. This amount was in last years operating budget but the bill did not get paid and that money has been returned to the town. Mrs. Peaslee asked for the wording of the trust fund. She said when she was here trust money could only be used to purchase a new bus not for a lease payment. She said this bus was purchased in 2018-2019. She was the one who signed for this bus. The last payment was due in 2022. She said this was the last bus that was put in the operating budget. Mrs. Peaslee recalls the warrant article was for the purchase of a new bus. She doesn't believe the trust can be used to pay for this payment. Mrs. Taliaferro said if we use the trust fund money to pay off this lease we won't have enough money to buy a new bus. Mrs. Collins closed the public hearing at 6:15. Mr. Markiewicz asked if the trust fund was for purchasing vehicles. Mrs. Peaslee said this is an annual lease. The bus is five years old. Mr. Markiewicz said the trustees don't make the determination wheter money should come out of the trust fund. The Board does. The Trustees take direction from the School Board. Mrs. Collins said we need the exact wording from the Warrant Article for this trust fund to make sure we do things correctly.

Public Comment

None

Consent Agenda

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to approve the Consent Agenda. (Vote 4-0)

Meeting Minutes

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve the 11-15-22 non public minutes. (Vote 4-0)

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve the 11-15-22 Public minutes. (Vote 4-0)

Reports

Superintendent's Report

Due to the confusion of the recent cancelation due to poor weather conditions, a letter has been sent home to all families outlining all the ways in which we communicate a delayed opening or cancellation of schools. We are allowed by the NHDOE to have 5 remote/blizzardbag days, which we will begin to use as soon as our teachers have their blizzard bags sent home to parents. While we believe infinite Campus is for the most part up and running, we continue to find little errors in phone numbers and email addresses in the system. For this reason, while I will use infinite Campus as 1 form of communication for a delayed opening or cancellation, I am urging families to also check WMUR, Paul School Facebook page and the SAU website.

Staffing continues to be a challenge. With a minimal substitute pool and illnesses among the adults, finding coverage during the day impacts the level of instruction that is taking place. I would like to commend the staff for their willingness to jump in wherever needed to do whatever is asked and to do it all with a smile. Lisa Dubois, our Director of Special Education is actively looking at all resources to hire staffing to support our special education students per the individual Education Plan.

We were hopeful that our new driver would be able to get the 10 hours training necessary to renew her School Bus Certificate by this point, however for a variety of reasons the training has not been completed. We are hopeful that this training will be done, and the driver will be able to begin driving by January when we return from Christmas vacation. We believe the transportation company we are working with "Any Events Transportation" will be able to provide the transportation for our special education students and students that fall under the McKinney-Vento law within the next week or 2- Once that occurs, our driver who recently received her CDL will be added to the 77 passenger bus drivers, and our routes will be more stabilized and equitable for all drivers. Also, we have had a request for a late bus to Spaulding to accommodate after school sports and extracurricular activities. We have a driver that is able and more than willing to do this, so we will start this late bus transportation to Spaulding on Monday, December 5th. I am so appreciative of our families who have been so patient with our transportation challenges this fall. It is a fine example of the expression "it takes a village to raise a child". In addition, our bus drivers should be commended for the work they have put into developing routes and working as a team to make our small transportation department work. I am very appreciative of all they have done to assist me.

The SAU staff has been busy training in food service reporting, grant reporting and general support of our office. They are currently preparing for the audit that is being conducted this week and have begun to work on the "Annual School Report" using last year's model as an example. It will be ready prior for distribution before the March vote.

I am attaching an email from Constellations, the current electric supplier the facilities manager has been working with to negotiating pricing on our supply for the FY 24-25. Per the calculation of .0855 cents, we will be saving approximately \$17,000.00 over the course of next year. We are in hopes to negotiate a reasonable rate per kilowatt, not to see a drastic increase. With budget season moving towards completion, I will be spending much more time in the school building and working with our consultant Elaine Millen to set up systems that will accommodate our needs given our staff shortages. A big focus for us this coming month will be working with our teachers around teaching classroom behaviors. With 2 years of remote learning for many of our students we are finding that we need to re-teach many expected behaviors we automatically expected prior to the pandemic. As a result of the isolation from peers and adults during remote learning our students have lost many social emotional skills which bring on the challenging behaviors we see. We will begin to have a discipline report for the board at the second board meeting of the month.

Mrs. Kebler has someone coming in to look at Infinite Campus as it's not running correctly. And she is still trying to get information from bus companies.

Administration's Report

Our Check In, Check Out (CICO) program is well underway, with 40 students and 15 staff members participating. We are still in the process of gathering data on this program, but initial anecdotal data suggest that students are benefiting from the continuous feedback and new connections they have made with adults in school. Our Tier 2 team meets each Wednesday to review data and to discuss best practices to support our school! On Tuesday November 15th, we celebrated our 50th day of school. Students and staff dressed in 1950's attire and we had a fantastic day celebrating all the hard work of our school. This year the library had a Turkey Disguise contest based on the book Turkey Trouble by Wendy Silvano and over 100 students Pre K-6 participated. Voted by the middle school, runners were chosen and won \$10 to the book fair that is coming in December.

Veterans Day was observed throughout the Paul School with many classrooms hearing from Veterans and completing projects to better understand the history of Veterans Day. As you walk the halls of the school, please stop to take time to read the displayed work by our students. You will feel the pride they have for their country and will be inspired by their sentiments.

Parent/teacher conferences were interrupted due to an early snow day but teachers have reached out to families to reschedule. It was wonderful to see so many families in the building on Thursday November 17th and the following days for rescheduled conferences. Thank you to all staff for the extra effort made to meet with families and share their students' progress.

Our third fire drill of the year was conducted on November 8th. Students and staff did a wonderful job of evacuating the building in under 3 minutes, with all people present and accounted for in 9 minutes and 40 seconds.

On Saturday November 19th, the Paul School hosted CPR training by McGregor Memorial EMS. Everyone in attendance was trained in CPR/AED/First Aid including Asthma inhaler use. EpiPen and Narcan. A special thank you to our wonderful Nurse, Lisa Wunderlich for setting up this very important training. We had 20 staff members in attendance.

On Saturday November 19th, members of our Middle School Heart and Sole team participated in the Girls on the Run 5K event in Concord. Over the course of 9 weeks, our members trained for this event, set goals, pushed through challenges and supported one another. All of our members completed the event successfully, we are looking forward to providing additional opportunities for our students to participate in this rewarding program.

On Tuesday November 22nd our PBIS team held a Turkey Trot here at the Paul School. Each grade level was scheduled for an additional recess time where students and staff were able to walk, run or skip around the ball fields to fun music. This student-only event helped promote a healthy lifestyle while earning money that was 100% profit for our Universal PBIS Team, these funds will be used for future events that promote positive behaviors within our school. We would like to thank Lovell Lake Market and the Wakefield Food Pantry for donating eleven turkeys for our event. A student from each grade level and two staff members were chosen as winners of a turkey for their families.

Second Grade's first field trip was to the NH Farm Museum in Milton, New Hampshire. Students learned about Sarah Josepha Hale and how she persuaded President Lincoln to declare the fourth Thursday in November a National Day of Thanksgiving. Students participated in a scavenger hunt in the huge barn and especially liked the ride around the farm where they were able to see the animals! Thank you to the PTA for helping with the cost of the trip.

Community day was held on Tuesday, November 29th. We recognized our outstanding students of the month and rolled out a new initiative on kindness. It was wonderful to gather together to celebrate the accomplishments of our students. We would like to recognize Robin Fifield as our November Outstanding Staff member. Robin is always willing to lend a helping hand, is a positive role model for all of us and she is an asset to our school!

We are excited to share that as a school we are gearing up for our Spelling Bee. Students in grades 1-8 have been given a list of words to be practicing for their individual classroom Spelling Bees. Classroom winners and an alternate winner are to be determined by Friday December 16th. These students will participate in a school wide spelling contest in early January to determine our school representative. Our winner will represent the Paul School in the online semifinal regional Spelling Bee during the week of February 6th. If our Paul School representative advances, he/she will attend the Regional Final Spelling Bee in March.

The 8th graders are currently selling boxes of 30 unique cards through a company called Usborne Books and More. The boxes contain a variety of cards from anniversary to birthday to

holidays and retail for \$30. Mary Soares is helping with the ordering of the cards and is also donating her commission she would normally make from the sales of the cards to the 8th grade class. All profits will go to their end of the year field trip. Please reach out to either Sam Fairfield, or Mary Soares. Orders are due by the end of the day in December 16th to ensure delivery of orders before the Holiday Vacation.

Eighth Grade is also participating in a fundraiser with Texas Roadhouse dinner rolls and gift cards. Follow the link below to place an online order, as 50% of all bread sales and 10% of all Gift Card sales will be donated back to the 8th grade for their end of the year Field Trip to Boston! tinyurl.com/8thgraderolls. Please email aaron.nason@sau101.org with any questions or to place an order.

Mrs. Collins congratulated Heat and Soul on their accomplishments.

Old Business

2024 Default Budget

2024 Revenue Projections

Warrant Articles

Capital Improvement Plan

Mr. Markiewicz said he gave the Board a lot of information to look at for the default budget. He also gave them revenues, and last year's Warrant Articles.

Mr. Markiewicz said the Board decides what they want for Warrant Articles, he puts them together and the Board votes on them and then they go to the Budget Committee for their vote. Mrs. Peaslee and Mrs. Taliaferro said that the Board was supposed to go over the CIP and haven't done that. Mr. Williams said he was under the impression that tonight's meeting was to go over the CIP and Warrant Articles.

WA #5 Transportation: Mrs. Collins said instead of asking for \$90,000 last year the Board decided to ask for half because all the buses weren't being used. Mrs. Peaslee said when she was here, they were asking for \$90,000 and they were getting that amount every year. She believes the Board should put more money in this article so they don't have to ask for a large amount next year. Right now, there is \$108,000 in the Trust Fund. Mrs. Peaslee recommended \$75,000. A small bus is unavailable. The two buses, number 10 and 21 have major rust problems and won't pass inspection.

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve \$75,000 to be added to the Transportation Fund. (Vote 4-0)

WA #3 Operating Budget: Have to wait for the final number.

WA #4 Educationally Disabled Children:

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve \$50,000 to be added to the Educationally Disabled Children Fund. (Vote 4-0)

WA #5 (see above)

WA #6 Building Renovation:

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve \$23,000 to be added to the Building Renovation Fund. (Vote 4-0)

WA #7 Parking Lot and Sidewalk Maintenance: Mr. Williams said this money is to go toward paving Taylor Way. Mrs. Colbath said that the wording in this article is too specific to include paving the road. The Board discussed changing the wording of this article or adding an article for Taylor Way paving. Mr. Williams or Mrs. Kebler will call the Trustees to see about adding a new Warrant Article for Taylor Way.

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to approve \$30,000 to be added to the Parking Lot and Sidewalk Maintenance Fund. (Vote 4-0)

WA #8 Replacing Boilers:

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve \$50,000 to be added to the Replacing Boilers Fund. (Vote 4-0)

WA #9 Well Replacement:

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve \$15,000 to be added to the Well Replacement Fund. (Vote 4-0)

WA #9 Maintenance Building Replacement:

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to approve \$30,000 to be added to the Maintenance Building Replacement Fund. (Vote 4-0)

The Board will meet at 5:00 Tuesday December 11th at the SAU to vote on the Operating Budget and possibly a new Article for Paving Taylor Way.

New Business

Generator

Mr. Williams said that the police department is getting a new generator for their building and the DPW was going to take the old generator to use for their building but they are single phase. The generator is three phase and we are also three phase so they asked if we wanted it. If we take the generator, he will have to get the electrician here to find out what it will run and the cost to set it up. It would have to go out to bid because it would be over the \$5,000. He doesn't believe that even with the generator that the school could be classified as a shelter.

Mrs. Peaslee made a motion, seconded by Mrs. Taliaferro, to accept the generator from the town. (Vote 4-0)

Gym Floor

Mr. Williams said that the new Gym floor is off approximately 12 inches one way. When you're at the foul line you're not centered. The installer is taking 100% of the blame. He said we are working with a couple different companies including them. They're willing to come down and talk to see what we can do to make this right. Mrs. Peaslee asked how do you fix it? Mr. Williams said we have a couple different ways that we're looking at right now. Right now, we're looking at moving the basketball hoops. He said it way more cost effective. We're in the beginning stages of that right now. He wants to come up with a plan to bring to the Board to ask

what they think. Mrs. Taliaferro said if it's off center everything will be off. Mr. Williams asked the Board to let him get his numbers together and bring a proposal to you. Mrs. Taliaferro asked if this will cost the district any money. Mr. Williams said when he says numbers, he means measurements. Mrs. Kebler said they acknowledge they made a mistake; they're going to fix it and they're working with Mr. Williams to get that done. Mrs. Taliaferro said, isn't this something they should be trying to fix, not you trying to fix? Mr. Williams said we are working on this together. Mr. Williams spread out the original diagram that went out with the RFP. Mr. Williams said the Carl's and Son Flooring installed the floor wrong.

Judith Nason Expendable Trust

Mr. Ouellette said that Robbie Nason contacted Elizabeth Conner and she contacted Mr. Ouellette asked if he could change the trust from a bridge to a scholarship fund. The Board would work with Robbie to come up with a plan. There's \$10,000+ in the fund right now. This will be on the next agenda and Mrs. Kebler will bring the paperwork.

Re-open Public Hearing

Mrs. Collins reopened the Public Hearing to withdraw funds for the last payment for the leased bus from the Transportation Trust Fund at 7:49. Mrs. Collins said we have new information for the wording of the trust fund says to obtain vehicles.

Mr. Ouellette made a motion, seconded by Mrs. Collins, to pay \$18,220 to WC Cressey for the bus final lease payment from the Transportation Trust Fund.

Mrs. Taliaferro asked if there would be money left in contracted services. Mrs. Kebler said there are two unanticipated out of district placements. Mrs. Kebler will ask Mr. Markiewicz if there is any line in the operating budget this can come out of. **(Vote 3-1)**

Follow Up

FY 18-19 There were 14 bus drivers on the payroll

FY 10-20 There were 13 bus drivers on the payroll

FY 20-21 There were 10 bus drivers on the payroll and they were all contracted and paid for 6.5 hours a day. Mrs. Kebler will have Mr. Williams retrieve the contracts from upstairs so she can give the Board better details.

Mrs. Peaslee said she had asked for the rosters that were commented about on Facebook for 2018-19 and 2019-20.

Winter Maintenance Truck

Mrs. Kebler said that Mr. Mitchell had given her a cost to plow the school of \$100,000 a year. She said Mr. Mitchell found a truck for the Facilities Department. It's a 2005 with a plow that needs breaks, pads, ball joints, and calipers. Mr. Mitchell is willing to install these items as long as the district pays for them. The total cost of the truck will be \$5,500. There is no line in the budget to purchase a truck. Mrs. Collins said the snow removal for sidewalks and roof will be going back out to bid and that could be added to it. After much discussion the Board made the following motions.

Mrs. Peaslee made a motion, seconded by Mrs. Collins, to add a line in next year's budget for a truck.

Mr. Ouellette made a motion, seconded by Mrs. Collins, to purchase this particular truck this year from the operating budget for up to \$5,500. (Vote 4-0)

Sub Committee Updates

Transportation Committee Update

Mrs. Peaslee said we currently have 7 large buses. With seven drivers for next year that leaves no spares. She recommended that a Request for Proposals for a 77 passenger bus be put out now so, if the additional needed funds passes in March, it can be ordered immediately. She would also like all the costs and information for sub-contracting the buses. She said when you contract out that company buys your buses and takes your drivers.

Nominations, Hires, Resignations

Mrs. Peaslee made a motion, seconded by Mr. Ouellette, to approve Jessie Mar-Long's long term leave of absence. (Vote 4-0)

Mrs. Kebler said that Bethany Whitten has rescinded her resignation.

Mrs. Kebler said that Lisa Wunderlich has rescinded her resignation through January 30th. There have been four applications for school nurse but all have been RN's not BSN's

Non Public

Mr. Ouellette made a motion, seconded by Mrs. Collins to enter non public at 8:45 under RSA 91-A 3, II (c). Roll call: Peaslee aye, Ouellette aye, Collins aye, Taliaferro aye. (Vote 4-0)

The Board re-entered public session at 9:25

Adjournment

Mr. Ouellette made a motion, seconded by Mrs. Collins, to adjourn the meeting at 8:32 (Vote 4-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

Policy Meeting Notes 12.14.22

IJL - up to adopt the NHSB version

IJLL - Policy on Reconsideration of Library or Classroom Materials – Adopt as a new policy

BHE – under first paragraph under General add “For all electronic communications the Board will use their assigned SAU 101 email only.

Anne and Mary will meet over the Christmas break to create a schedule of policy to review.

SAU # 101
Student Service Report
December 20, 2022

Special Education Update:

- Support staffing issues have been an ongoing challenge this school year. Fortunately, we are in the process of bringing on three new staff members in the month of January. While this does not bring us to the staffing level we need, it is a positive step in the right direction. We are extremely grateful for the staff that we have as they are dedicated to our students and the Paul School. On a daily basis they go above and beyond to ensure that the educational needs of our students are being supported.
- A Child Find Clinic will be held on January 11th in the Little Paws classroom. Families will need to sign up ahead of time for an appointment slot.

Wakefield School District Special Education Numbers:

- Little Paws (PreK): 7 identified students
- Paul School: (K-8): 88 students
- Spaulding High School: (9-12): 19 students
- Bud Carlson Academy: 1 student
- Kingswood: (9-12): 3 students
- Out of District Placements: 8 students

Total number of students with disabilities: 126

Total number of 504 students: 28

Respectively Submitted,

Lisa Dubois

Director of Special Education



Article 01 Election of officers

Article 1: Election of Officers (voting by official ballot March 14, 2023)

To choose the following school district officers:

- | | | |
|-----|---------------------------|--------------|
| (1) | Moderator | 1 Year Term |
| (1) | School District Clerk | 1 Year Term |
| (1) | School District Treasurer | 1 Year Term |
| (2) | School Board Member | 3 Year Terms |

Article 02 Operating budget

Shall the Wakefield School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling TWELVE MILLION, TWENTY FIVE THOUSAND, ONE HUNDRED FORTY NINE DOLLARS (\$12,025,149). Should this article be defeated, the default budget shall be ELEVEN MILLION, SEVEN HUNDRED SEVENTY TWO THOUSAND, ONE HUNDRED DOLLARS (\$11,772,100) which is the same as last year, with certain adjustments required by previous action of the Wakefield School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Estimated Tax Impact Proposed: \$0.46 Default: \$0.24

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of).

Article 03 Special Education

To see if the School District will vote to raise and appropriate the sum of FIFTY THOUSAND DOLLARS (\$50,000) to be added to the Special Education Capital Reserve Fund previously established.

Estimated Tax Impact \$0.04

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of 11-0.)

Article 04 Transportation

To see if the School District will vote to raise and appropriate the sum of SEVENTY-FIVE THOUSAND DOLLARS (\$75,000) to be added to the Transportation Trust previously established.

Estimated Tax Impact \$ 0.07

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of).



Article 05 Building Maintenance

To see if the School District will vote to raise and appropriate the sum of TWENTY-THREE THOUSAND DOLLARS (\$23,000) to be added to the Building Renovation Expendable Trust Fund previously established.

Estimated Tax Impact \$0 .02

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of 11-0.)

Article 06 Sidewalk & Parking Lot Maintenance

To see if the School District will vote to raise and appropriate the sum of THIRTY THOUSAND DOLLARS (\$30,000) to be added to the Parking Lot & Sidewalk Maintenance Capital Reserve Account previously established.

Estimated Tax Impact \$0.03

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of .)

Article 07 Replacing Boilers

To see if the School District will vote to raise and appropriate the sum of FIFTY THOUSAND DOLLARS (\$50,000) to be added to the Replacing Boilers Capital Reserve Account previously established.

Estimated Tax Impact \$ 0.04

(The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends By a vote of 11-0).

Article 08 Well Replacement

To see if the Wakefield School District will vote to raise and appropriate the sum of FIFTEEN THOUSAND DOLLARS (\$15,000) to be added to the Well Replacement Capital Reserve Fund previously established.

Estimated Tax Impact \$0.01

The Wakefield School Board recommends by a vote of 4-0. The Wakefield Budget Committee recommends by a vote of 11-0.)

EVALUATION OF SUPERINTENDENT

The SAU Board shall conduct a minimum of one (1) annual formal evaluation of the Superintendent.

Members of the Wakefield School Board will first evaluate the Superintendent independently, using a written form adopted by the Board for this purpose. The Milton School Board will develop a composite evaluation from member responses. The SAU Board will convene to discuss the assessments and to prepare a composite evaluation. The full SAU Board and the Superintendent will discuss the composite evaluation. The Board and Superintendent will each retain a copy of the written evaluation report.

Evaluation of the Superintendent shall be conducted in such manner as to:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and Superintendent.
3. Provide effective administrative leadership for the school system.
4. Provide positive and constructive feedback to the Superintendent that will support and promote the Superintendent's professional growth and development.
5. Help the Board evaluate its work in planning the educational program in this community.
6. Strengthen the working relationship between the Board and the Superintendent by providing a comprehensive vehicle of communication.
7. Identify strengths and weaknesses of the Superintendent and make appropriate recommendations.

Reference:

See Superintendent Evaluation Form

Mrs. Norma Joy, Chairperson
Mr. Stephen Brown
Mrs. Bonnie Cyr
Mr. Robert Ouellette
Mrs. Beth Seldin

Adopted by the Board: 6 December 2000
Reaffirmed by the Board: 6 May 2002
Revised by the Board: 20 June 2012
Revised by the Board: 17 May 2017

SUPERINTENDENT EVALUATION FORM

Name of Superintendent _____

Date _____

All items rated with a "1" require additional explanation.

The reverse side of the page may be used for explanations and additional comments.

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

ADMINISTRATION 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Exerts strong educational leadership, develops a strong management team, and delegates responsibility. _____
2. Establishes and maintains a sound plan of organization and assignment of staff personnel which will provide the proper framework for accomplishing District objectives. _____
3. Fulfills the Board's goals and policies successfully. _____
4. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections. _____
5. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel. _____
6. Implements procedures to carry out a continuous program of evaluation. _____
7. Recommends for employment personnel who have proper certification and skills for the position. _____
8. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system. _____
9. Provides to the Board and the general public an organized and informative annual report of the state of the district. _____

Rating for this Category In the area of administration, what is the strongest asset? _____

What specific area could be most improved? _____

COMMENTS: _____

INSTRUCTION 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Provides overall leadership in the development and implementation of a productive instructional delivery system. _____
2. Identifies and facilitates instruction and student achievement as the focal point of the School District. _____
3. Identifies instructional objectives in terms of students and implements programs to meet the diverse needs of students. _____
4. Capitalizes on the abilities and talents of the professional staff in curriculum development, implementation, and evaluation. _____

5. Provides to staff throughout the system the time for organization and the resources required to improve instruction. _____
6. Provides for continued monitoring and evaluation of instructional activities. _____
7. Promotes high academic expectations and standards for students. _____
8. Incorporates useful new ideas into the instruction program _____
9. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the Board. _____
10. Keeps the Board informed on the analysis, planning, implementation, and evaluation of instructional activities. _____
11. Keeps the community informed of the program of instruction and plans for improvement. _____

Rating for this Category, what is the strongest asset? _____
 What specific area could be most improved? _____

COMMENTS: _____

RELATIONSHIP WITH THE BOARD 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Works with the Board in the areas of analyzing, planning, implementing and evaluating policies. _____
2. Informs the Board on issues, operations, the instruction program, and needs of the school system. _____
3. Informs the Board on educational activities at the state and national levels. _____
4. Has a harmonious working relationship and maintains a professional relationship with members of the Board. _____
5. Interprets and supports Board policy and decisions to the public and staff. _____
6. Provides the Board members with reports and information which will enable them to sufficiently review the operations of the district. _____
7. Gives constructive advice and guidance to the Board regarding possibilities for District improvement. _____
8. States his/her convictions in matters before the Board. _____
9. Utilizes the strengths of individual Board members and the Board itself in the decision-making process. _____
10. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis. _____

Rating for this Category, what is the strongest asset? _____
 What specific area could be most improved? _____

COMMENTS: _____

RELATIONSHIP WITH THE STAFF 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Includes the participation of faculty and staff in the establishment and the implementation of

District-wide goals, objectives, and programs. _____

2. Facilitates high standards of performance for all staff members. _____

3. Facilitates evaluation of staff performance as required by state law and by Board policy. _____

4. Facilitates two-way communication and interaction with staff. _____

5. Promotes programs for staff growth and development. _____

6. Strives to maintain positive morale by:

a. minimizing arbitrary decision-making and favorites _____

b. giving fair and impartial treatment to all parties in a dispute _____

c. giving recognition and appreciation for a job well done. _____

7. Instills confidence and self-respect among staff. _____

8. Meets and confers with employee groups representing the interests and directives of the Board. _____

9. Effectively communicates the concerns of the Board to employees. _____

Rating for this Category, what is the strongest asset? _____

What specific area could be most improved? _____

COMMENTS: _____

RELATIONSHIP WITH THE COMMUNITY
Improvement

3 - Commendable 2 - Meets Expectations 1 - Needs

1. Facilitates communication within the community through an effective public information program based on the needs and successes of the district. _____

2. Seeks meaningful community involvement in the establishment, implementation, and evaluation of district-wide goals, objectives, priorities, and programs. _____

3. Develops and maintains a cooperative relationship with the news media. _____

4. Establishes a procedure for studying and acting on complaints, criticisms, and concerns of individuals and/or community. _____

5. Is actively involved in community arenas. _____

6. Maintains a professional posture with other public officials and community leaders. _____

7. Has the ability to face controversy and work effectively with it. _____

8. Understands and responds to the unique and changing needs of the community. _____

9. Accepts and solicits input from interested groups and individuals in the decision-making process. _____

~

Rating for this Category, what is the strongest asset? _____

What specific area could be most improved? _____

COMMENTS: _____

PERSONAL QUALITIES 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Sustains physical and mental health and appropriate energy to cope with the Superintendent's tasks. _____
2. Defends principle and conviction in the face of pressure and partisan influence yet is able to compromise. _____
3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. _____
4. Uses English effectively in dealing with staff members, the Board and the public. _____
5. Speaks well before large and small groups, expressing ideas in a logical and forthright manner. _____
6. Accepts and shares failure as well as success. _____
7. Is able to identify and discuss own strengths and weaknesses. _____
8. Welcomes questions and open discussion when presenting ideas. _____
9. Exercises good judgment and involves appropriate others in the decision-making process. _____
10. Maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other Districts and meeting with other Superintendents. _____

Rating for this Category, what is the strongest asset? _____

What specific area could be most improved? _____

COMMENTS: _____

FINANCIAL 3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

1. Keeps informed of the needs of the school program -- supplies, equipment, plant, and facilities. _____
2. Assumes responsibility for overall financial planning for the district, including short-term priorities and long-range planning. _____
3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the Board for input and approval. _____
4. Evaluates financial needs and makes timely recommendations for adequate funding. _____
5. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting is achieved. _____
6. Provides leadership in solving major problems and achieving maximum utilization of resources. _____

Rating for this Category, what is the strongest asset? _____

What specific area could be most improved? _____

COMMENTS: _____

Signed: _____

Chairman of the School Board

Superintendent

POLICY ON RECONSIDERATION OF LIBRARY OR CLASS MATERIALS

Persons not in agreement with the school on its selection of books and who wish a particular book be reviewed must submit to the principal a "Request for Reconsideration of Library or Classroom Materials." The request forms are available at the school office.

The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then establish a Book Review Committee, and schedule meetings necessary to review complaint and write a report.

The final report will be forwarded to complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit his/her request to the Superintendent's decision. The complainant may request a review by the School Board, whose decision will be final.

During the investigation the book will remain in use unless the Book Selection Committee desires to remove or restrict the book until a final decision is made.

Request form for reconsideration of Library or Classroom materials is on the next page.

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY OR CLASSROOM MATERIALS

(Please fill in the appropriate blanks)

Title	Book	Periodical	Other
Author/Producer			
Publisher/Distributor			
Address			
City/State/Zip	Telephone		
Do you represent:	<input type="checkbox"/> Yourself	<input type="checkbox"/> An Organization (Name	<input type="checkbox"/>)

1. To What in the work do you object? (Please be specific)

2. Did you read, view or listen to the entire work?

3. What do you feel might be the result of reading, viewing, or listening to this work?

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

Adopted by the Board:

4. For what age group would you recommend this work?
5. What do you believe is the theme of this work?
6. Are you aware of professional reviews of this work?
7. What would you like the school to do about the work?
8. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature: _____ Date: _____

Additional Comments (use other side if necessary)

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

Adopted by the Board:

SCHOOL BOARD USE OF EMAIL

The Board encourages its members to not communicate to each other via electronic communication (e-mail) regarding official school district business. The Board will not use e-mail as a substitute for deliberations at board meetings, for other communications, or for business properly confined to board meetings. Communications via e-mail of private or confidential school district matters is strictly prohibited.

If an e-mail is originated by a Board member, is communicated to a quorum of the Board, and discusses official school district business, the e-mail will be considered a public document for purposes of the Right to Know Law, RSA 91-A. As such, the contents of the email communication will be publicly disclosed and included in the minutes of the next regularly scheduled Board meeting.

Legal references:

RSA 91-A:2-a, Communications Outside Meetings

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

Mr. Stephen Brown, Chairperson
Mr. Relf Fogg
Mrs. Bonnie Cyr
Mr. Robert Ouellette
Mrs. Norma Joy

Adopted by the Board: 26 March, 2007
Revised by the Board: 20 November 2013

SCHOOL BOARD USE OF EMAIL and OTHER ELECTRONIC COMMUNICATIONS

A. General.

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of School Board-related communication. For all electronic communications the Board will use only their assigned SAU 101 email.

For purposes of this section, "electronic communications" includes, without limitation, electronic mail ("email"), electronic chat, instant messaging, texting, and any form of social networking that allows two-way comment/input.

Electronic communications among a quorum of the School Board, shall not be used for the purpose of discussing School District or School Board business.

Board members shall avoid reference to confidential information about staff, students or other individuals. Intentional disclosure of such information may subject a board member to individual liability and may constitute a violation of the oath of office.

B. Applicability of New Hampshire's Right to Know Law.

1. Meetings. With very limited exceptions, New Hampshire's "Right to Know" law, RSA 91-A, requires that public bodies (e.g., the school board, and any of its sub- or advisory committees) conduct deliberations and decision-making during duly noticed meetings that the public may attend. Under RSA 91-A:2, I, a "meeting" occurs when a quorum of a public body discusses (in any manner that allows for contemporaneous communication) a matter over which that public body has supervision, control, jurisdiction, or advisory power. Thus, any electronic communication discussing district or school business that circulates among a majority of a quorum of the board could constitute a meeting and a violation of the Right to Know law.

As to social media especially, board members must exercise great care to assure less than a quorum ever comments on a post or thread regarding school business.

2. Ministerial Communications. Administrative or ministerial communications which do not include substantive discussion are not prohibited by the Right to Know law or this policy. Examples of permitted ministerial communications, electronic or otherwise, include:

- Agenda item suggestions (with no discussion of substance);

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

Adopted by the Board: 26 March, 2007
 Revised by the Board: 20 November 2013
 Revised by the Board:

- Reminders for upcoming meetings;
 - Communications needed to schedule meetings;
 - Board meeting agendas with supporting materials.
3. Electronic Communications as Records. Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the School Board or a majority/quorum thereof constitute a “record” of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise, electronic communications are subject to the District’s record retention policies and schedule. EHB and EHB-R.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:**Legal References:**

RSA 91-A:1-a, Definitions

RSA 91-A:2, Meetings Open to Public

RSA 91-A:2-a, Communications Outside Meetings

RSA 91-A:5, Exemptions

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

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

Mary Collins, Chairperson
Brennan Peaslee, Vice Chairperson
Sandra Taliaferro
Robert Ouellette
Robert DeColfinacker

Adopted by the Board: 26 March, 2007
Revised by the Board: 20 November 2013
Revised by the Board:

LIBRARY MATERIALS SELECTION AND ADOPTION

Materials for libraries and school classrooms shall be initially recommended by the appropriate professional personnel in consultation with administration and faculty.

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

Adopted by the Board: 14 March 2001
Revised by the Board: 6 May 2002
Revised by the Board: 16 May 2012

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LIBRARY MATERIALS SELECTION AND ADOPTION**LIBRARY MATERIALS SELECTION AND ADOPTION**

The Wakefield School District recognizes that the primary objective of the Paul School Library Media Center is to implement, enrich, and support the diverse student and teacher population. The responsibility for the selection and coordination of resources is delegated to the Library Media Specialist who is employed by the district and professionally trained in this capacity. The role of the Library Media Specialist is to protect the freedom of staff and students to seek information in a safe environment and to protect their freedoms to seek said information. The current Paul School Library book catalogue can be found at <https://paulschool.goalexandria.com/scout>

The Wakefield School District subscribes to the Library Bill of Rights, the Freedom to Read Statement, the School Library Bill of Rights, and the Right to Read Act; the first two from the American Library Association (ALA), the third from American Association of School Librarians (AASL), and the fourth supported by the ALA and AASL.

Objectives of Selection:

The primary objective of library resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of library media staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and allowing for the presentation of different points of view.

To this end, the Wakefield School Board affirms that it is the responsibility of its professional library staff:

- A. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and levels of the students served;
- B. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- C. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives; therefore, students will have the opportunity to request information in a safe environment free of judgment and opinion.
- D. To provide materials representative of the many religious, ethnic, and cultural groups who contribute to our national heritage and the world community;
- E. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.
- F. To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

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Responsibility for Selection:

While the selection process of materials may involve administrators, students, school staff, and/or community members, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the Library Media Specialist.

Criteria for Selection of Library Resources:

The Library Media Specialist subscribes to the guidelines set forth by their professional library organizations for selection of materials. All library materials will be judged by these guidelines and the criteria outlined below and will be accepted or rejected by those criteria: The selection of library materials by the professional library media specialist is based on:

- Enrichment and support of the curriculum.
- Accurate and unbiased depiction of diversity and nature of society.
- Relevance to the interests of staff and students.
- Recommendations based on a preview examination of materials by professional library staff, adults with expertise, or students.
- Diverse representative viewpoints on controversial issues.
- Contribution to multicultural awareness.
- High degree of potential user appeal.
- Quality format, durability, and variety of format.

Gifted materials shall be judged on the same criteria outlined above in the policy and rejected or accepted by those criteria.

Selection is an ongoing process that should include the removal of materials no longer relevant to the needs of staff and students and the replacement of lost or worn materials still of informational value.

Procedures for Selection of Learning Resources:

In selecting learning resources, library professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The following information can be found online at the respected associations.

Among sources to be considered are current reviewing media:

- American Library Association "Booklist" and "Subscription Bulletin"
- Horn Book Magazine
- Kirkus Reviews
- Booklist
- Library Journal
- School Library Journal
- American Library Association's -Young Adult Library Services Association Book Awards and Booklists
- New Hampshire Library Association Booklists and Awards
- Reading lists published by various general educational and departmental groups.

Other sources will be considered when appropriate. Whenever possible, the actual resource will be examined.

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Legal References:

Adopted: October 5, 2010 NH Admin Rule, Section Ed 306.08 NH Admin Rule, Section ED 306.14(e)

Appendix A: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games,

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technologies, programming, and other formats.¹ Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.² Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

Article VII of the Library Bill of Rights states, "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use." This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.³

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services."⁴ Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor's access to materials.⁵ Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

1 Brown v. Entertainment Merchant's Association, et al. 564 U.S. 08-1448 (2011).

2 Erznoznik v. City of Jacksonville, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also Tinker v. Des Moines School Dist., 393 U.S.503 (1969); West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943); AAMA v. Kendrick, 244 F.3d 572 (7th Cir. 2001).

3 "Privacy: An Interpretation of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>)," adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

4 "Libraries: An American Value (<http://www.ala.org/advocacy/intfreedom/americanvalue>)," adopted on

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February 3, 1999, by ALA Council.

5 "Rating Systems: An Interpretation of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/rating-systems>)," adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 under previous name "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

Appendix B the Freedom to Read statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the

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untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights. We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it. 2.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

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No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others. 5.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

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The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the

people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons.

We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

American Library Association (/) Association of American Publishers (<http://www.publishers.org/>)

Subsequently endorsed by:

American Booksellers for Free Expression (<http://www.bookweb.org/abfe>) The Association of American University Presses (<http://www.aaupnet.org/>) The Children's Book Council (<http://www.cbcbooks.org/>) Freedom to Read Foundation (<http://www.ftrf.org>) National Association of College Stores (<http://www.nacs.org/>) National Coalition Against Censorship (<http://www.ncac.org/>) National Council of Teachers of English (<http://www.ncte.org/>) The Thomas Jefferson Center for the Protection of Free Expression.

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