

Monadnock Regional School District & SAU #93

School Board Agenda

October 1, 2024

In-Person MRMHS Library 7:00 pm

ZOOM

Meeting ID: 841 2331 3370

Passcode: 699940

Phone: +1 646 931 3860

The public is encouraged to attend MRSD Board meetings.

Comments are welcome during the 'Public Comments' portions of the agenda.

"We collaborate not just to teach, but also to engage and educate every student in our district in an environment that is challenging, caring, and safe, while fostering lifelong learning."

1. CALL THE MEETING TO ORDER 7:00
2. PUBLIC COMMENTS (15 minutes)
3. #celebrateMRSD
4. MATTERS FOR INFORMATION & DISCUSSION
 - a. Standing agenda: Student Government Report
 - b. Standing agenda: Superintendent Goals Update
 - c. Standing agenda: Board Meeting Calendar & Goals Update
 - i. Goal by Goal Status Update
 - d. Standing agenda: School Resource Officer (Status Update)
 - e. Standing agenda: Staffing Update
 - f. Troy School Construction Planning
 - g. Engagement Surveys
5. MATTERS THAT REQUIRE BOARD ACTION
 - a. Policies 2nd Read
 - i. ACE: Procedural Safeguards Non-Discrimination on the Basis of Disability
 - ii. ACN: Accommodation of Lactation Needs
 - iii. JLDBB: Suicide Prevention and Response Plan
 - iv. BDA-R Catalog of Recurring School Board Policies
 - v. JIE/IHBCA: Accommodation of Pregnancy and Related Medical Conditions: Students
 - vi. GBAM: Accommodation of Pregnancy-Related Medical Conditions: Personnel
 - b. * NHSBA Proposed Resolutions: (motions to support/not support resolutions #21-24)
 - c. * Approve the Consent Agenda
 - i. September 17th, 2024 Minutes
 - ii. Manifest
6. SETTING NEXT MEETING'S AGENDA
 - a. Reminder: Superintendent's Club Social: Oct. 15th at 5:30 pm
 - b. First Review of Proposed Budget
7. PUBLIC COMMENTS (15 minutes)
8. NON-PUBLIC SESSIONS under RSA 91-A:3. II
 - a. (I) - Emergency Procedures
 - b. (J) - First Student Contingency Plans
 - c. Additional non-public sessions, TBD as required
9. ADJOURNMENT

**Indicates an item requiring action. The order of the agenda is subject to change.*

SINGLE DISTRICT SCHOOL ADMINISTRATIVE UNITS

RSA 94-C:3 – Single District School Administrative Units; Exemption. Single district school administrative units shall be considered the same as a single school district and shall be exempt from meeting the requirements of this chapter, except that they shall provide superintendent services pursuant to RSA 194-C:4

NONPUBLIC SESSIONS

RSA 91-A:3– II. Only the following matters shall be considered or acted upon in nonpublic session:

- (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 meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The **hiring** of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the **reputation** of any person, other than a member of the public body itself, unless such person requests an open meeting.
- (d) Consideration of the **acquisition, sale, or lease of real or personal property** which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) **Consideration or negotiation of pending claims or litigation** which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.
- (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.
- (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.
- (k) Consideration by a school board of entering into a **student or pupil tuition contract** authorized by RSA 194 or RSA 195-A,
- (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.

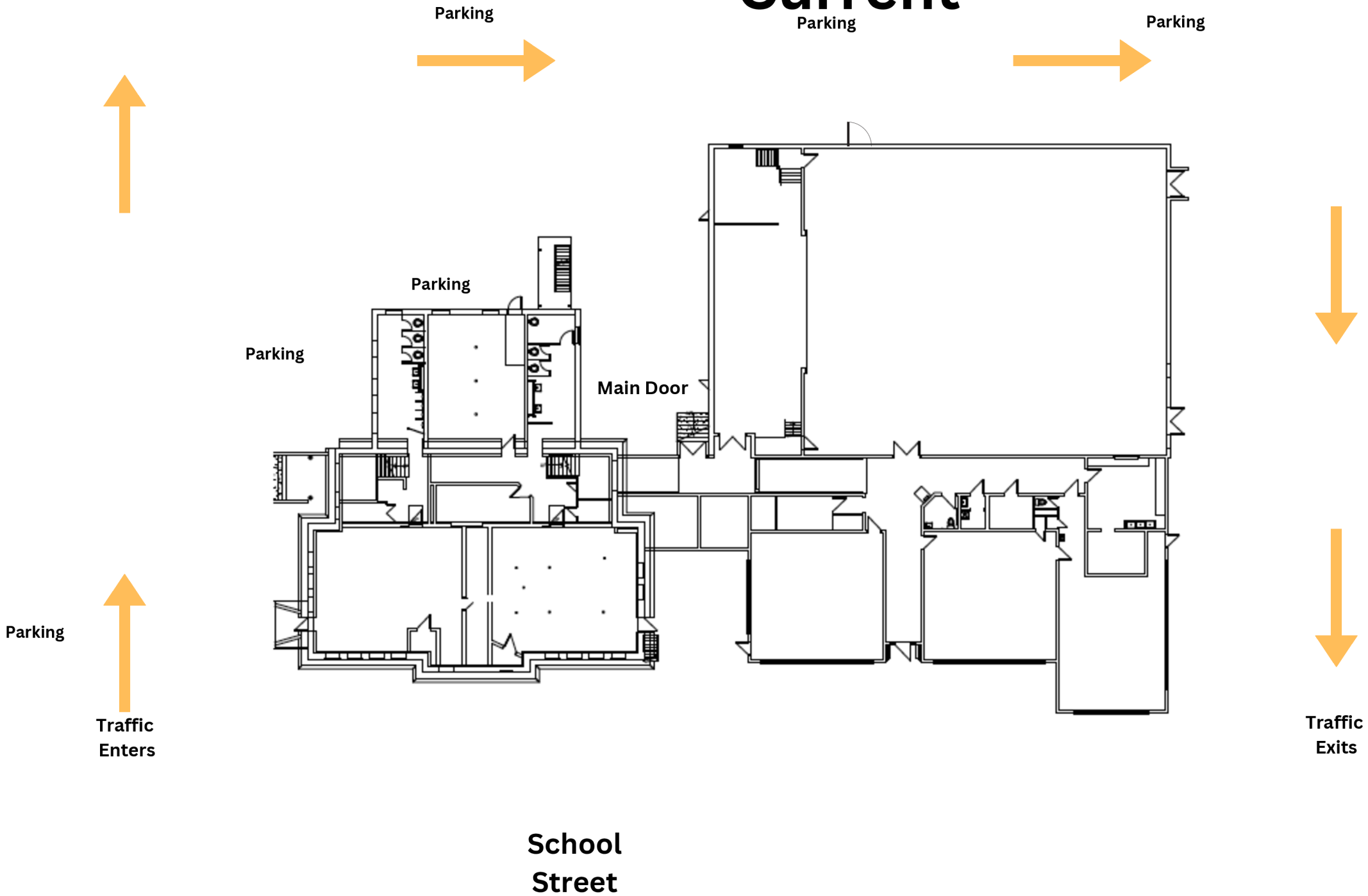
CALENDAR OF UPCOMING MRSD MEETINGS:

10/1/2024	Community Relations Committee	6:30 pm	MRMHS Library
10/1/2024	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
10/8/2024	Policy Committee	7:00 pm	SAU Conference Room
10/9/2024	Finance & Facilities	6:30 pm	SAU Conference Room
10/15/2024	MRSD/SAU 93 School Board	7:00 pm	MRMHS Library
10/22/2024	Budget Committee	7:00 pm	MRMHS Library
10/23/2024	Education Committee	6:00 pm	SAU Conference Room

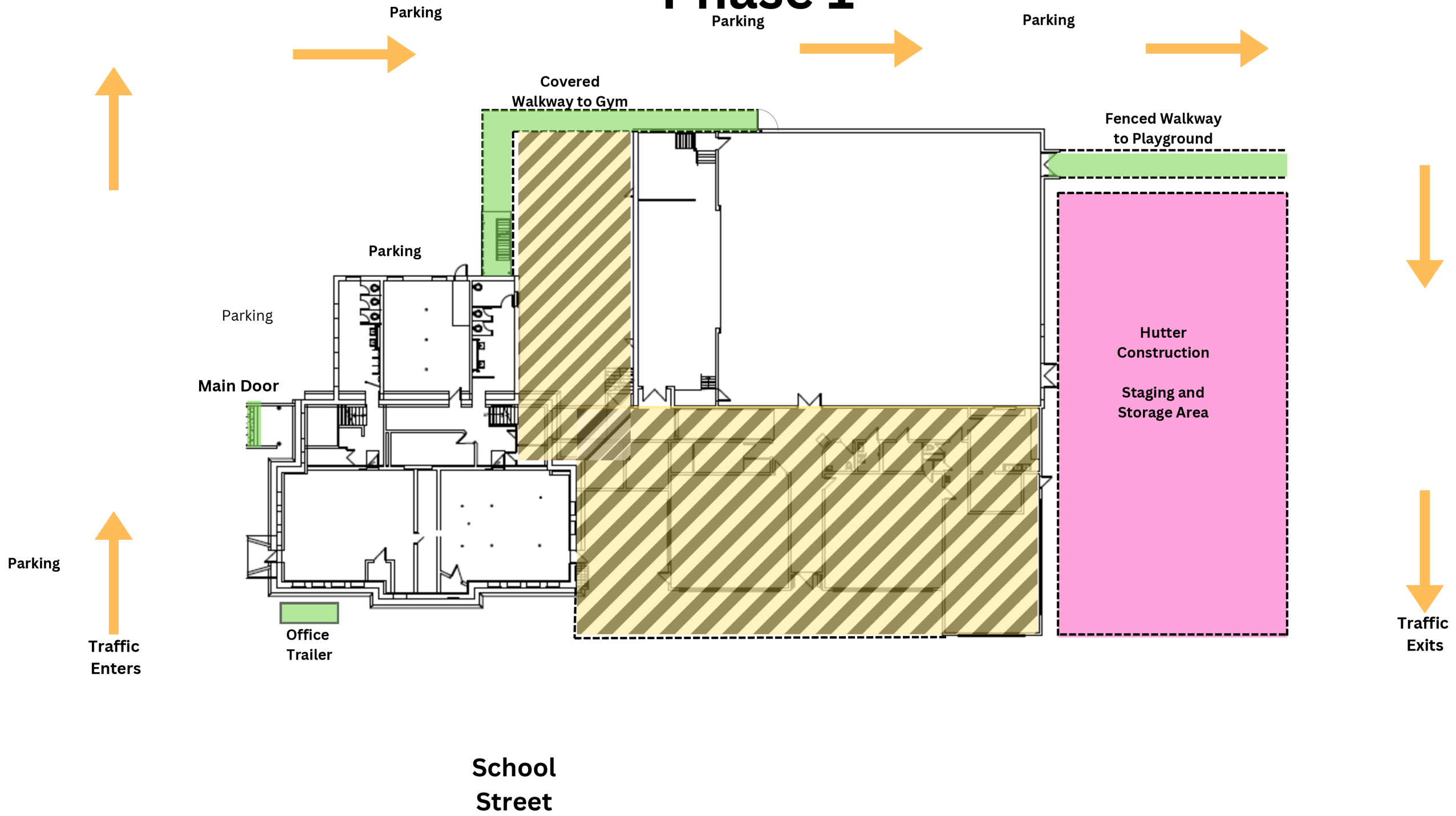
Meetings will be in person for all Board & Committee Members. The public is encouraged & welcome to attend either in person or through Zoom. Public comments are welcome in person during the ‘Public Comments’ portions of the agenda.

**** Please note: All Committee Meeting dates, times, and locations are posted in the SAU 93 Reception Lobby, on the MRSD website calendar, and in the schools and towns of MRSD. In the event of a snow day, the school board meeting will be planned for the following school day.****

Current



Phase 1



Parking

Parking

Parking

Covered
Walkway to Gym

Fenced Walkway
to Playground

Parking

Parking

Main Door

Hutter
Construction

Staging and
Storage Area

Parking

Office
Trailer

School
Street

Traffic
Enters

Traffic
Exits

Reproducible 1.1: Level 1 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree
4: Agree	5: Strongly agree	N: N/A or don't know

1.1 The faculty and staff perceive the school environment as safe and orderly.	Our school is a safe place.	1	2	3	4	5	N
	Our school is an orderly place.	1	2	3	4	5	N
	Our school has clear and specific rules and procedures in place.	1	2	3	4	5	N
	I know the emergency management procedures for our school.	1	2	3	4	5	N
	I know how to implement the emergency management procedures for our school.	1	2	3	4	5	N
	My students and I regularly practice implementing emergency management procedures for specific incidents.	1	2	3	4	5	N
	Our school's emergency management procedures are updated on a regular basis.	1	2	3	4	5	N
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	Students and their parents describe our school as a safe place.	1	2	3	4	5	N
	Students and their parents describe our school as an orderly place.	1	2	3	4	5	N
	Students and their parents are aware of the rules and procedures in place at our school.	1	2	3	4	5	N
	Our school uses social media to allow anonymous reporting of potential incidents.	1	2	3	4	5	N
	Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system).	1	2	3	4	5	N
	School leaders coordinate with local law enforcement agencies regarding school safety issues.	1	2	3	4	5	N
	School leaders engage parents and the community regarding school safety issues.	1	2	3	4	5	N
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	It is clear which types of decisions will be made with direct teacher input.	1	2	3	4	5	N
	Techniques and systems are in place to collect data and information from teachers on a regular basis.	1	2	3	4	5	N
	Notes and reports exist documenting how teacher input was used to make specific decisions.	1	2	3	4	5	N
	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	1	2	3	4	5	N
	Groups of teachers are targeted to provide input regarding specific decisions.	1	2	3	4	5	N

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	A professional learning community (PLC) process is in place in our school.	1	2	3	4	5	N
	Our school's PLC collaborative teams have written goals.	1	2	3	4	5	N
	School leaders regularly examine PLC collaborative teams' progress toward their goals.	1	2	3	4	5	N
	Our school's PLC collaborative teams create common assessments.	1	2	3	4	5	N
	Our school's PLC collaborative teams analyze student achievement and growth.	1	2	3	4	5	N
	Data teams are in place in our school.	1	2	3	4	5	N
	Our school's data teams have written goals.	1	2	3	4	5	N
	School leaders regularly examine data teams' progress toward their goals.	1	2	3	4	5	N
	School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement.	1	2	3	4	5	N
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from teachers and staff are archived.	1	2	3	4	5	N
	Reports of opinion data from teachers and staff are regularly generated.	1	2	3	4	5	N
	The manner in which opinion data from teachers and staff are used is transparent.	1	2	3	4	5	N
	Our school improvement team regularly provides input and feedback about our school's improvement plan.	1	2	3	4	5	N
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school.	1	2	3	4	5	N
	Opinion data collected from students, parents, and the community are archived.	1	2	3	4	5	N
	Reports of opinion data from students, parents, and the community are regularly generated.	1	2	3	4	5	N
	The manner in which opinion data from students, parents, and the community are used is transparent.	1	2	3	4	5	N
	Our school hosts an interactive website for students, parents, and the community.	1	2	3	4	5	N
	I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	1	2	3	4	5	N
	School leaders host virtual town hall meetings.	1	2	3	4	5	N
	School leaders conduct focus group meetings with students, parents, and the community.	1	2	3	4	5	N
	School leaders host or speak at community/business luncheons.	1	2	3	4	5	N

1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	Our school's accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My team's or department's accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My individual accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	1	2	3	4	5	N
	School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).	1	2	3	4	5	N
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	I have adequate materials to teach effectively.	1	2	3	4	5	N
	I have adequate time to teach effectively.	1	2	3	4	5	N
	School leaders develop, submit, and implement detailed budgets.	1	2	3	4	5	N
	School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds).	1	2	3	4	5	N
	School leaders manage time to maximize a focus on instruction.	1	2	3	4	5	N
	School leaders direct the use of technology to improve teaching and learning.	1	2	3	4	5	N
	School leaders provide adequate training for the instructional technology teachers are expected to use.	1	2	3	4	5	N

Reproducible 1.3: Level 1 Long-Form Leading Indicator Survey for Students

1: Strongly disagree

2: Disagree

3: Neither disagree nor agree

4: Agree

5: Strongly agree

N: N/A or don't know

1.1 The faculty and staff perceive the school environment as safe and orderly.	I know what to do if an emergency happens at school (such as a tornado, fire, lockdown, or medical emergency).	1	2	3	4	5	N
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	My school is a safe place.	1	2	3	4	5	N
	My school is an orderly place.	1	2	3	4	5	N
	I know the rules and procedures at my school.	1	2	3	4	5	N
	I can use social media to report bullying or other incidents anonymously.	1	2	3	4	5	N
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	Teachers help make important decisions at my school.	1	2	3	4	5	N
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	My teachers meet together on a regular basis.	1	2	3	4	5	N
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	My school's leaders collect information from teachers about their opinions.	1	2	3	4	5	N
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	My school's leaders ask for my opinion about how the school should function.	1	2	3	4	5	N
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	When I achieve a goal or accomplish something important, my school's leaders, my teachers, and other students celebrate it.	1	2	3	4	5	N
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	I have plenty of time to learn.	1	2	3	4	5	N
	Teachers in my school use technology to help me learn.	1	2	3	4	5	N

Reproducible 1.4: Level 1 Long-Form Leading Indicator Survey for Parents

1: Strongly disagree	2: Disagree	3: Neither disagree nor agree
4: Agree	5: Strongly agree	N: N/A or don't know

1.1 The faculty and staff perceive the school environment as safe and orderly.	Teachers and staff at my child's school consider it a safe place.	1	2	3	4	5	N
	Teachers and staff at my child's school consider it an orderly place.	1	2	3	4	5	N
	My child's school has clear and specific rules and procedures in place.	1	2	3	4	5	N
	Teachers, staff, and my child know the emergency management procedures for the school.	1	2	3	4	5	N
	Teachers, staff, and my child know how to implement the emergency management procedures for the school.	1	2	3	4	5	N
	Teachers, staff, and my child have practiced implementing emergency management procedures for specific incidents (for example, tornado drills, fire drills, or lockdown drills).	1	2	3	4	5	N
	The emergency management procedures at my child's school are updated on a regular basis.	1	2	3	4	5	N
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	My child's school is a safe place.	1	2	3	4	5	N
	My child's school is an orderly place.	1	2	3	4	5	N
	I am aware of the rules and procedures in place at my child's school.	1	2	3	4	5	N
	My child's school uses social media to allow anonymous reporting of potential incidents.	1	2	3	4	5	N
	My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school call-out system).	1	2	3	4	5	N
	The leaders of my child's school coordinate with local law enforcement agencies regarding school safety issues.	1	2	3	4	5	N
	The leaders of my child's school engage the community and me regarding school safety issues.	1	2	3	4	5	N
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	Teachers help make important decisions at my child's school.	1	2	3	4	5	N
	Specific groups of teachers provide input regarding specific decisions at my child's school.	1	2	3	4	5	N

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	Teachers at my child's school meet together on a regular basis.	1	2	3	4	5	N
	At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.	1	2	3	4	5	N
	Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.	1	2	3	4	5	N
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	The leaders of my child's school ask teachers for their opinions about how the school should function.	1	2	3	4	5	N
	The leaders of my child's school collect information from teachers about their opinions.	1	2	3	4	5	N
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	The leaders of my child's school ask for my opinion about how the school should function.	1	2	3	4	5	N
	The leaders of my child's school have a system to save and keep track of the information they collect about my opinions.	1	2	3	4	5	N
	Reports of opinion data collected from students, parents, and the community are generated regularly.	1	2	3	4	5	N
	I understand how my opinions affect school decisions.	1	2	3	4	5	N
	My child's school hosts an interactive website.	1	2	3	4	5	N
	I visit my child's school's website often.	1	2	3	4	5	N
	The leaders and teachers at my child's school use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community.	1	2	3	4	5	N
	The leaders of my child's school host virtual town hall meetings.	1	2	3	4	5	N
	The leaders of my child's school conduct focus group meetings with students, parents, and the community.	1	2	3	4	5	N
	The leaders of my child's school host or speak at community/business luncheons.	1	2	3	4	5	N

1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	The accomplishments of my child’s school have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	The accomplishments of my child’s teachers have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	My child’s individual accomplishments have been adequately acknowledged and celebrated.	1	2	3	4	5	N
	The leaders of my child’s school acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).	1	2	3	4	5	N
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	Teachers at my child’s school have adequate materials to teach effectively.	1	2	3	4	5	N
	Teachers at my child’s school have adequate time to teach effectively.	1	2	3	4	5	N
	The leaders of my child’s school develop, submit, and implement detailed budgets.	1	2	3	4	5	N
	The leaders of my child’s school successfully access and leverage a variety of fiscal resources (such as grants or title funds).	1	2	3	4	5	N
	The leaders of my child’s school manage time to maximize a focus on instruction.	1	2	3	4	5	N
	The leaders of my child’s school direct the use of technology to improve teaching and learning.	1	2	3	4	5	N

Policy Motions and Actions from September 10, 2024

ACE: PROCEDURAL SAFEGUARDS NONDISCRIMINATION ON THE BASIS OF DISABILITY

MOTION: *To update policy ACE with NHSBA sample policy.*

- Required by law
 - Added reference to new policy ACA for reporting discrimination or harassment relative to disabilities. Minor text correction in May 2024 revision history to accurately reference policy IHBA and IHBA-R.
-

ACN: Accommodation of Lactation Needs

MOTION: *To update policy ACN with NHSBA sample policy.*

- Required by law
 - Revised to include updates to Title IX regulations and new PWFA regulations regarding protections for pregnant people and those with pregnancy related medical conditions, including lactation. This policy is intended to help Districts comply with the requirements of federal laws Title IX of the Education Amendments of 1972 (Title IX), the Pregnant Workers Fairness Act (PWFA), the PUMP for Nursing Mothers Act (PUMP), and state laws NH RSA 275:78-83 (formerly 2023 HB358). As the term "nursing mother" does not capture all individuals who are protected by these laws, even though it headlines one federal law and likely describes the majority of employees and students covered by this policy, NHSBA has chosen to describe the entirety of the covered population as people with lactation or lactation related needs. Suggestions for alternative language are welcome.
-

JLDBB: Suicide Prevention and Response Plan

MOTION: *To update policy JLDBB with NHSBA sample policy.*

- Policy required by law
 - Revised to reflect HB1109's phone number requirements, specifically changing the National Suicide Prevention Lifeline to the 988 Suicide and Crisis Lifeline, and also requiring the National Alliance for Eating Disorders helpline number.
-

BDA-R: Catalog of Recurring School Board Policies

MOTION: *To update policy BDA-R with Committee edits.*

- Updates to add budget timeline pieces
-

JIE/ IHBCA: Accommodation of Pregnancy and Related Medical Conditions: Students

MOTION: *To update policy IHBCA with NHSBA sample policy and retire policy JIE.*

- Policy required by law
 - Revised to include Title IX protections prohibiting sex-based harassment or discrimination for pregnant students and those with pregnancy related medical conditions and to refer to policy ACAC for grievance procedure.
 - JIE Rescinded due to AC and IHBCA updates
-

GBAM: Accommodation of Pregnancy and Related Medical Conditions: Personnel

MOTION: *To adopt policy GBAM NHSBA sample policy.*

- Policy recommended by NHSBA
 - New sample policy is intended to reflect Title IX and PWFA protections for pregnant employees and
 - those with pregnancy related medical conditions.
-

Committee Work not requiring Board Approval

- Edited Policy ACN as two were active (one was to stay as a draft)
-



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Procedural Safeguards Nondiscrimination on the Basis of Disability
Code	ACE
Status	Active
Adopted	May 4, 1993
Last Revised	July 16, 2024

PROCEDURAL SAFEGUARDS NONDISCRIMINATION ON THE BASIS OF DISABILITY

The school district will ensure that all parents/guardians of students with a disability are provided with all necessary procedural safeguards as required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents, and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook (relative to the Individuals with Disabilities Education Act), or to the Model Process for 504 Plan Development (Section 504 of the Rehabilitation Act of 1973).

More specific information regarding the Districts programs and procedures relative to programs for students with disabilities is found in Board policy IHBA, and procedural document IHBA-R

District revision history: 7/16/2024, 10/2/2018

<p>NH Dept of Ed Regulation NH Department of Ed Admin Rules Ed 1120</p>	<p>Description Procedural Safeguards</p>
<p>Federal Regulations 34 C.F.R. § 104</p>	<p>Description Nondiscrimination on the Basis of Handicap</p>
<p>Federal Statutes 20 U.S.C. § 1400-1417 29 U.S.C. 794 42 U.S.C. 12101, et seq.</p>	<p>Description Individuals with Disabilities Education Act (IDEA) Rehabilitation Act of 1973 (Section 504) Title II of The Americans with Disabilities Act of 1990</p>

<p>Legal</p>	<p>Section 504 of the Rehabilitation Act of 1973 34 C.F.R Part 104, Nondiscrimination on the Basis of Handicap NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards</p>
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Last Modified by Kristen Noonan on September 10, 2024



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Procedural Safeguards Nondiscrimination on the Basis of Handicap/Disability
Code	ACE
Status	Policy Committee Review
Adopted	May 4, 1993
Last Revised	July 16, 2024

DRAFT
PROCEDURAL SAFEGUARDS NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

The school district will ensure that all parents/guardians of students with a disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook (relative to the Individuals with Disabilities Education Act), or to the Model Process for 504 Plan Development (Section 504 of the Rehabilitation Act of 1973). For reporting or making a complaint of discrimination or harassment relative to a disability or perceived disability, see Board policy ACA.

More specific information regarding the Districts programs and procedures relative to programs for students with disabilities is found in Board policy IHBA , and procedural document IHBA-R

District revision history: 7/16/2024, 10/2/2018

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.

NH Dept of Ed Regulation
NH Department of Ed. Admin. Rules, Ed 1120

Description
[Procedural Safeguards](#)

Federal Regulations
34 C.F.R. § 104

Description
[Nondiscrimination on the Basis of Handicap](#)

Federal Statutes
20 U.S.C. § 1400-1417

Description
[Individuals with Disabilities Education Act \(IDEA\)](#)

29 U.S.C. §794

[Rehabilitation Act of 1973 \(Section 504\)](#)

42 U.S.C. 12101, et seq.

[Title II of The Americans with Disabilities Act of 1990](#)

Cross References

Code
AC

Description
[Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination Plan](#)

AC-E(1)

[Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information for Human Rights Officer, Title IX Coordinator, 504 Coordinator and Civil Rights Agencies](#)

IHBA

[Programs for Pupils with Disabilities](#)

IHBA-R(1)

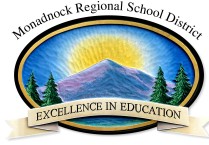
[Programs for Pupils with Disabilities - Section 504 - Notice of Parent & Student Rights](#)

JKAA

[Use of Restraints and Seclusion](#)

Legal	Section 504 of the Rehabilitation Act of 1973
	34 C.F.R Part 104, Nondiscrimination on the Basis of Handicap
	NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards

Last Modified by Kristen Noonan on September 10, 2024



Book	A: Foundations and Basic Commitments
Section	Series A
Title	Nursing Mothers Accommodations
Code	ACN
Status	Active
Adopted	December 5, 2023

NURSING MOTHERS ACCOMMODATIONS

A. Statement of Purpose.

The District provides a supportive environment as to time and place for employees (collectively “nursing mothers”). Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of nursing mothers by providing reasonable times and suitable spaces for nursing mothers to nurse during school and work hours after the birth of the child. Nursing for purposes of this policy will include the expression of milk by manual or mechanical means.

No nursing mother will be discriminated against for nursing or nursing-related activities as provided in this policy, and reasonable efforts will be made to assist nursing mothers in meeting their infant feeding goals while at work or school.

B. Accommodation Notice and Plans.

A nursing or expectant mother should contact the building principal, school nurse or employee’s supervisor at least two weeks before the need for nursing accommodations arises if possible. The District will endeavor to meet the break and space needs of each nursing mother. However, when ordinary accommodations (as discussed below) will create an undue hardship to the operations of the school/workplace, the District will work with the nursing mother to determine whether other acceptable accommodations may be made. Such other accommodations could include such items as a change in work/class assignments, or schedules. When acceptable accommodations are unattainable, the building principal or other administrator working with the nursing mother should consult with the District’s Superintendent.

A nursing accommodation plan should be revisited upon the nursing mother’s request, or at least every three months, with adjustments made to the accommodations for breaks as nursing needs change.

C. Reasonable Time to Express Milk during the School Day.

Absent or other accommodations as established under Section B, above, a nursing mother will have a minimum of three opportunities (“nursing period”) during a work week or school day, at agreed-upon intervals (which should include flexibility as appropriate and practicable) for the purpose of nursing or to address other needs relating to nursing. An employee or student can use the usual break and meal periods if she chooses. A nursing mother who is an hourly employee will be paid during nursing periods. Nursing mothers shall not be required to “make-up time relating to the use of unpaid nursing periods.

D. Suitable Private Areas for Nursing.

Nursing mothers will be provided with a private place, other than a bathroom, in each school district building in which a nursing mother spends her working or school day. The nursing area:

1. May be temporary or permanent
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students
3. Shall be within a reasonable walk to the nursing mother's workstation or classroom unless otherwise agreed by the nursing mother.
4. Have at a minimum an electrical outlet and a chair if feasible
5. Have a sink with running water if feasible, or be in proximity to one;
6. Have a refrigerator for breast milk storage if feasible, or be in proximity to one; and
7. Shall be cleaned regularly by District staff assigned to that duty.

E. Nursing Mother Responsibility.

Nursing Mothers will:

1. Provide at least two weeks advance notice of the need for nursing accommodations, preferably before their return to school following the birth of the child. This will allow school administrators the opportunity to establish a location and work out scheduling issues.
2. Maintain the nursing area by wiping down surfaces with antibacterial wipes so the area is clean for the next person.
3. Provide their own supplies as necessary.

F. Prohibited Conduct.

Any intentional act that violates a nursing mother's privacy aims to frustrate a nursing mother's intentions to use the nursing facilities, or constitutes harassment on account of a nursing mother's needs or breastfeeding status is prohibited, and shall be treated as a violation of the applicable code of conduct, with possible disciplinary consequences and may constitute sexual harassment and reported to the Title IX Coordinator.

G. Dissemination of policy.

This policy shall be printed or summarized in the applicable employee and student handbook. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

Federal Statutes:

20 U.S.C 1681, et seq - Title IX of the Education Amendments of 1972

42 U.S.C. 2000gg - Pregnant Worker Fairness Act ("PWFA")

42 U.S.C. 218d - Pump for Nursing Mothers Act ("PUMP Act")

Policy Cross-References:

AC - Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination Plan

ACAC - Title IX Sexual Harassment Policy and Grievance Process

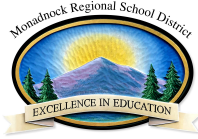
GBEB - Staff Conduct

IHBCA - Pregnant Students

JIC - Student Conduct

Revision Dates: 12/5/2023

Last Modified by Lillian Sutton on December 14, 2023



Book	A: Foundations and Basic Commitments
Section	Series A
Title	DRAFT Accommodation of Lactation Needs
Code	ACN
Status	Policy Committee Review
Adopted	December 5, 2023

DRAFT

Accommodation of Lactation Needs

A. Statement of Purpose.

The District provides a supportive environment as to time and place for students and employees (collectively "people with lactation or lactation related needs") to express milk and address other lactation related needs. Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of people with lactation or lactation related needs by providing reasonable times and suitable spaces for people with lactation or lactation related needs to express milk during school and work hours for ~~_____ up to one year~~ ~~[iii] [Delete endnote]~~ after pregnancy ~~the birth of the child~~. Lactation for purposes of this policy will include expression of milk by manual or mechanical means, medical conditions related to lactation, and other lactation related needs.

No person with lactation needs will be discriminated against for milk expression or related activities as provided in this policy, and reasonable efforts will be made to assist people with lactation needs in meeting their lactation needs while at work or school.

B. Accommodation Notice and Plans.

A person with lactation needs should contact the building Principal ~~[, school nurse]~~ or employee's supervisor at least two weeks before the need for lactation accommodations arises. The District will endeavor to meet the break and space needs of each person with lactation needs. However, when ordinary accommodations (as discussed below) create undue hardship for the operations of the school/workplace, the District will work with the person with lactation needs to determine whether other reasonable accommodations may be made. Such other accommodations could include items like a change in work/class assignments, or schedules, additional break periods, permitted absences for medical appointments, or access to extra food and water throughout the day. When reasonable accommodations are unattainable, the ~~[school nurse,]~~ building Principal or other administrator working with the person with lactation needs should consult with the District's Title IX Coordinator. ~~[iii] [Delete endnote]~~

A lactation accommodation plan should be revisited upon request of the person with lactation needs, or at least every three months, with adjustments made to the accommodations for lactation breaks as lactation needs change.

C. Reasonable Time to Express Milk during the School Day.

Absent undue hardship ~~[iii] [delete endnote]~~ or other accommodations as established under Section B, above, a person with lactation needs will have a minimum of three opportunities ("lactation period") during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of lactation or to address other needs relating to lactation. An employee or student ~~can choose to~~ **should** use usual break and meal periods **when feasible**.

A person with lactation needs who is an hourly employee ~~[iv] [delete endnote]~~ ~~[CHOOSE ONE OF TWO OPTIONS] [OPTION 1] will not be paid during lactation periods unless either (a) the lactation period falls during a regular paid break (e.g., a paid lunch), or the person is not completely relieved of duties during the lactation break. [OR OPTION 2]~~ will be paid during lactation periods. People with lactation needs shall not be required to "make up" time relating to the use of unpaid lactation periods.

D. Suitable Private Areas for Lactation.

People with lactation needs will be provided with a private place, other than a bathroom, in each school district building in which a person with lactation needs spends the working or school day. The lactation area:

1. May be temporary or permanent;
2. Shall be shielded from view and free from intrusion by other persons, including without limitation other staff or students;
3. Shall be within a reasonable walk of the workstation or classroom of the person with lactation needs unless otherwise agreed by the person with lactation needs;
4. Have at a minimum:
 - a. An electrical outlet;
 - b. Appropriate seating;
 - c. A surface sufficient to place a breast pump;

- d. A sink with running water or be in reasonable proximity to one;
- e. A refrigerator for milk storage or be in reasonable proximity to one;
- f. Shall be cleaned regularly by District staff assigned to that duty; ~~and~~
- g. ~~[this item is optional, delete/modify as desired] A District provided, hospital-grade lactation pump for shared use~~];

E. Responsibilities of the Person with Lactation Needs.

A person with lactation needs will:

1. Provide at least two weeks' advance notice of the need for lactation accommodations, preferably prior to their return to school. This will allow school administrators the opportunity to establish a location and work out scheduling issues. Note that, notwithstanding the requested two weeks' notice, an unnecessary delay in making a reasonable accommodation for a person with lactation needs could constitute a violation of the PWFA and Title IX.
2. Maintain the lactation area by wiping down surfaces ~~including the shared pump~~ with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

F. Prohibited conduct.

Any intentional act which violates a lactating person's privacy, aims to frustrate a lactating person's intentions to use the lactation space, or constitutes harassment on account of a lactating person's needs or lactating status is prohibited, and shall be treated as violation of the applicable code of conduct with possible disciplinary consequences, and may constitute sex discrimination and shall be reported to the Title IX Coordinator in accordance with policy ~~{**}~~ ACAC.

G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

~~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.~~

NH Statutes

RSA 275:78-83

Description

[Policies Relating to Nursing Mothers \(Scroll down to sections 275:78-83\)](#)

Federal Regulations

89 FR 29182

Description

[Pregnant Workers Fairness Act \("PWFA"\)](#)

Federal Statutes

20 U.S.C 1681, et seq

Description

[Title IX of the Education Amendments of 1972](#)

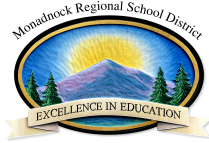
42 U.S.C. 2000gg

[Pregnant Worker Fairness Act \("PWFA"\)](#)

42 U.S.C. 218d

[Pump for Nursing Mothers Act \("PUMP Act"\)](#)

Last Modified by Kristen Noonan on September 10, 2024



Book	J: Students
Section	Series J
Title	Suicide Prevention and Response
Code	JLDBB
Status	Active
Adopted	March 3, 2020
Last Revised	December 6, 2022
Last Reviewed	July 16, 2024
Next Review	July 1, 2025

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety, and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention, and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. **Specific Requirements for Plan Terms:** The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help-seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of personnel to serve as a District Suicide Prevention Coordinator and/or Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).

2. **Biennial Review:** No less than once every two years, the Superintendent in consultation with the Suicide Prevention Coordinator, Building Principal with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for Review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. **District Suicide Prevention Coordinator:** under the direction of the Superintendent shall be responsible for:
 - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c) developing - or assisting individual teachers with the development - of age-appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. **Building Suicide Prevention Liaison.** The District Suicide Prevention Coordinator or the Superintendent's designee shall be assigned as the Building Suicide Prevention Liaison and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide or is exhibiting risk factors for suicide shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

E. Student Identification Cards. The National Suicide Prevention 2 Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

Legal References:

RSA 193-J: Suicide Prevention Education

RSA 193-J:2 a -Suicide Prevention; Public School Identification Cards

Other Resources:

- The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline - <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>

Last Modified by Lillian Sutton on July 25, 2024



Book	B: School Board Governance and Operations
Section	Series B
Title	Catalog of Recurring School Board Policies
Code	BDA-R
Status	Policy Committee Review
Adopted	September 6, 2016
Last Revised	September 5, 2023
Prior Revised Dates	6/1/2021, 4/7/2020, 9/6/2019, 8/13/2019

DRAFT

Monadnock Regional School District

BDA-R, Catalog of Recurring School Board Motions *Last Updated: 09/05/2023*

1. Title: Approve the High School Program of Studies
Timing: Last Meeting in January

Motion: "To approve the High School Program of Studies for the xxxx/xxxx School Year as presented"

Rationale: Annual approval no later than the end of January so course sign-ups can occur

Policy References: IFD **RSA/Federal References:**

2. Title: CRC Edit of Warrant Articles in Plain English
Timing: Last Meeting in January

Motion: "To authorize the Community Relations Committee to edit the 'warrant articles in plain English' following the MRSD deliberative session"

Rationale: There is a narrow window of time between the deliberative session and the deadline to provide the warrant articles in plain English to various media outlets

Policy References: **RSA/Federal References:**

3. Title: Board Officers
Timing: First Meeting after Annual Town Vote (March)

Motion: "To nominate " _____ " to the role of " _____ " (e.g. chairman, vice chair)

Rationale: Each year when Board Membership changes the leadership roles of the board must be voted and approved

Policy References: BDA, BDB **RSA/Federal References:** RSA 91-A:2

4. Title: Board Member Annual Ethics Review
Timing: First Meeting after Annual Town Vote (March)

Motion: No motion required.

Rationale: All members shall review the board's ethics policy BCA, and each board member shall sign BCA-R in witness of the Board Chair and Superintendent

Policy References: **RSA/Federal References:**

5. Title: Committee Memberships
Timing: Second Meeting after Annual Town Vote (April)

Motion: "To approve the committee appointments made by the board chair"

Rationale: At the first meeting of the School Board the (newly appointed) chairman is responsible for appointing committee members. The Board must then approve the appointments

Policy References: BDA, BDE **RSA/Federal References:**

6. Title: Certified Staff Renewal
Timing: Late March / Early April
Legal Deadline: April 15th

Motion: "To approve the renewal of " _____ " as recommended by the Superintendent.

Rationale: The School Board is responsible for approving the renewal of all teachers, principals, guidance, nurses, specialists, SAU Admins, minus any non-renewals presented by the Superintendent

Policy References: GCF **RSA/Federal References:** RSA 189:39, RSA 189:14

7. Title: Teacher Appreciation Lunch
Timing: April

Motion: "To publicly thank and appreciate our teaching staff by providing a lunch meal on " _____ " (mm/dd)

Rationale: The School Board has a tradition of providing lunch to all teachers one day during teacher appreciation week

Policy References: **RSA/Federal References:**

8. Title: Superintendent Evaluation
Timing: First Meeting in May

Motion: "To endorse the performance evaluation of Superintendent _____ for the xxxx/xxxx school year

Rationale: In 2019 the board approved an update to policy CBI that calls for the evaluation process to begin in April, and be collated/summarized by the first board meeting in May

Policy References: CBI **RSA/Federal References:**

9. Title: Joint Meeting With Budget Committee
Timing: Second Meeting in May

Motion:

Rationale: The School Board carries a tradition of hosting the Budget Committee to review financial initiatives for the coming board year

Policy References: **RSA/Federal References:**

10. Title: Non-Certified Staff Renewal
Timing: Late May / Early June
Legal Deadline: Last Day of School

Motion: "To approve the renewal of " _____ " as recommended by the Superintendent.

Rationale: The School Board is responsible for approving the renewal of all non-certified staff (e.g. Paras, Maintenance, etc.), minus any non-renewals presented by the Superintendent

Policy References: GDF **RSA/Federal References:**

11. Title: End of Year Accounts Payable
Timing: First Meeting in June

Motion: "To authorize the business office to write checks weekly, and to authorize " _____ ", " _____ ", and " _____ " to sign the weekly manifest at the SAU office through the end of the fiscal year

Rationale: As the fiscal year comes to a close, the business office needs to pay all outstanding bills without waiting for the school board to meet, especially in the final days of the year after the board's last meeting in June

Policy References: DK **RSA/Federal References:** RSA 197:23-A

12. Title: End of Year Encumbrance
Timing: First/Second Meeting in June

Motion: "To encumber unspent funds from the xxxx/xxxx school year in the amount of \$ _____ for the purpose of " _____ "

Rationale: If the fiscal year ends with a positive balance, the board is empowered to encumber specific amounts for specific projects that carry over into the next fiscal year

Policy References: DIA **RSA/Federal References:** RSA 198:4-a (III)

~~**12. Title: Food Service Accounts Receivable**
Timing: Last Meeting in June
Legal Deadline: June 30th~~

~~**Motion:** "To transfer funds in the amount of \$ _____ from the food supplemental fund to Monadnock Nutritional Services to reduce their accounts receivable balance to zero~~

~~**Rationale:** Federal Law mandates that public school Nutritional Services must end the fiscal year with a positive balance or a balance of zero. Student debt is not canceled.~~

~~**Policy References:** DBJ **RSA/Federal References:** RSA 32:10, 282-A:71, III [1]~~

13. Title: Budget Research Requests (moved up from meeting in late August / early September)
Timing: Last Meeting in June

Motion: "To direct Administration to research xxxx for consideration in the xxxx/xxxx proposed budget

Rationale: To avoid last minute requests that affect the proposed budget, the School Board commits to submitting their ideas and requests to Administration before the start of Summer

Policy References: **RSA/Federal References:**

14. Title: Data Governance Plan
Timing: Last Board Meeting in June
Legal Deadline: June 30th

Motion: "To approve the data governance plan as presented for the coming school year"

Rationale: Numerous federal laws (e.g. COPPA, FERPA) require the annual review and renewal of the data governance plan

Policy References: EHAB **RSA/Federal References:** RSA 186:66 * Student Information Protection and Privacy, 15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA), etc.

15. Title: Independent Auditor (moved up from 1st meeting in July to last meeting in June)
Timing: Last Board Meeting in June

Motion: "To approve the business office to engage " _____ " as the independent auditor for the xxxx/xxxx school year"

Rationale: The School Board is responsible for approving an independent financial auditor for each fiscal year

Policy References: DIE **RSA/Federal References:** RSA 97:25, RSA 671:5

16. Title: Review Policy DFA
Timing: First Board Meeting in July

Motion: "To approve the review of Policy DFA as written"

Rationale: The policy needs to be reviewed annually with a vote of the Board so that the policy can be marked with a 'Reviewed' date

Policy References: DFA **RSA/Federal References:** RSA 197:23-a, RSA 383:22

17. Title: Review Policy JLDDB
Timing: First Board Meeting in July

Motion: "To approve the review of Policy JLDDB as written"

Rationale: The policy needs to be reviewed every two years with a vote of the Board so that the policy can be marked with a 'Reviewed' date

Policy References: JLDDB **RSA/Federal References:** RSA 193-J

18. Title: Approve Instructional Plan
Timing: First Board Meeting in July

Motion: "To approve the instructional plan as written for school year ____/____"

Rationale: The plan needs to be reviewed annually with a vote of the Board so that Administration can move forward with curriculum purchases and resource planning

Policy References: IJ **NH Dept of Education:** Ed 306.141(a)(4), Instructional Materials and Resources Ed 306.08, Instructional Resources

19. Title: NHSBA Resolutions
Timing: Last Board Meeting in July

Motion: To submit the following proposed resolutions to NHSBA for the annual School Board Association meeting

- Suggestion 1
- Suggestion 2
- Suggestion 3, etc.

Rationale: Annual request, tradition

Policy References: **RSA/Federal References:**

20. Title: Student Tuition Rate
Timing: First Board Meeting in July

Motion: "To set the student tuition rate for to \$ _____, and \$ _____ for Special Education students"

Rationale: At the beginning of each fiscal year the fully burdened tuition rate is identified for each student type. This rate is charged to families or districts who choose to send out of district students to an MRSD school

Policy References: JFAB

RSA/Federal References: RSA 193:4

21. Title: Review Student Handbooks
Timing: First Board Meeting in August

Motion: No motion - review only

Rationale: Annual review, tradition

Policy References: CHCA

RSA/Federal References:

22. Title: Budget Guardrails

Timing: First Board Meeting in September

Motion: For Administration to develop a proposed budget not to exceed x.xx%, <..or..> For Administration to reduce the overall budget by x.xx%

Rationale: Annual request, tradition

Policy References:

RSA/Federal References

23. Title: Proposed Budget

Timing: Second Board Meeting in September

Action: Review the proposed budget items researched by Administration

Motion: To include xxx, xxx, and xxx in the proposed budget

Rationale: Annual request, tradition

Policy References:

RSA/Federal References

24. Title: Support Staff Appreciation Lunch

Timing: Last Board Meeting in October

Motion: "To publicly thank and appreciate our support staff by providing a lunch meal on " _____ " (mm/dd)

Rationale: The School Board has a tradition of providing lunch to all support staff one day each year to coincide with National Support Professionals Day

Policy References:

RSA/Federal References:

25. Title: Draft Budget & Budget Drivers Presentation

Timing: Last Board Meeting in October / First Board Meeting in November. Must follow the announcement of the annual Insurance GMR Rate

Action: Presentation Review

Rationale: to prepare for the upcoming joint meeting and develop strategy for both the budget and any warrant articles

Policy References:

RSA/Federal References:

26. Title: Warrant Articles (moved up from December to November)

Timing: First Meeting in November

Legal Deadline: 2nd Tuesday in January

Motion: "To create a warrant article that shall read as follows: _____"

Rationale: The School Board is responsible for approving the language of each individual warrant article

Policy References:

RSA/Federal References: RSA 40:13

27. Title: Annual Proposed Operating Budget

Timing: At or before the annual joint meeting of the Budget Committee and the School Board (mid-October to mid-November)

Motion: "To set the proposed operating budget for the next fiscal year in the amount of \$x.xx"

Rationale: To ensure that an operating budget is proposed in a time to develop warrant articles, the proposed budget number must be established by the board

28. Title: Joint Meeting With Budget Committee

Timing: Second Meeting in November

Motion: .

Rationale: The School Board carries a tradition of hosting the Budget Committee to review the proposed budget and the results of any collective bargaining, assuming tentative agreements (TA's) have been signed

Policy References:

RSA/Federal References:

28. Title: Warrant Articles in Plain English

Timing: Last Meeting in December (or sooner)

Motion: "To describe warrant article # ___ using the following language: _____"

Rationale: Any descriptive language used to describe the board's position or rationale for a warrant article must be approved by the School Board before it can be published

Policy References:

RSA/Federal References:

Last Modified by Kristen Noonan on September 10, 2024



Book	J: Students
Section	Series J
Title	DRAFT Suicide Prevention and Response Plan
Code	JLDBB
Status	Policy Committee Review
Adopted	March 3, 2020
Last Revised	December 6, 2022
Last Reviewed	July 16, 2024
Next Review	July 1, 2025

DRAFT

SUICIDE PREVENTION AND RESPONSE PLAN

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. ~~Delete fn.~~

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:

- a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
- b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
- c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
- d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
- e. Confidentiality considerations;
- f. Designation of any personnel, in addition to the ~~{see adoption note (c) above, and B.1 & B.2, below}~~ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
- g. Information regarding state and community resources for referral, crisis intervention, and other related information;
- h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
- i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
- j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent, in consultation ~~f~~*with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons* ~~and~~ with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. ~~{The Superintendent shall appoint~~ **a a)** ~~OR {the _____ is designated as the}}~~ District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;

- c. developing - or assisting individual teachers with the development of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- d. developing or assisting in the development of the annual staff training required under Section C of this policy;
- e. Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. **Building Suicide Prevention Liaison.** The **Building Suicide Prevention Liaison** ~~(name position _____)~~, or, in his/her absence, the building Principal, ~~shall be designated as the Building Suicide Prevention Liaison, and~~ shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

E. Student Identification Cards. ~~["Delete fn. "]~~ The 988 Suicide and Crisis Lifeline shall be labeled on student identification cards for grades 6-12 and read: "**Suicide and Crisis Lifeline: Call 988**" ~~["Delete fn. "]~~ Prior to the start of each school year, the Superintendent shall certify that the contact information for the 988 Suicide and Crisis Lifeline is accurate and up to date. ~~["delete fn. "]~~ **Note:** Beginning August 13, 2024, RSA 193-K:1 requires that all new or replacement student identification cards for grades 6-12 shall also include the telephone number for the National Alliance for Eating Disorders - **866-662-1235**.

District Policy History:

First reading: _____
 Second reading/adopted: _____

District revision history:

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.

NH Statutes

RSA 193-J

RSA 193-J:2-a

Description

Suicide Prevention Education

Suicide Prevention; Public School Identification Cards

Last Modified by Kristen Noonan on September 10, 2024



Book	J: Students
Section	Series J
Title	Pregnant Students
Code	JIE
Status	Active
Adopted	May 4, 1993
Last Revised	March 5, 2019
Last Reviewed	February 6, 2019

PREGNANT STUDENTS

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Board may require a physician's statement of activity limitations.

Policy References:

Category - Recommended

IHBCA

Policy Cross References:

Last Modified by Scott Peters on March 30, 2019



Book	I: Instruction
Section	Series I
Title	Pregnant Students
Code	IHBCA
Status	Active
Adopted	March 5, 2019

PREGNANT STUDENTS

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education. Pregnant students shall be permitted to continue in school in all instances; the school administration may require a physician's statement of activity limitations.

In the event a student informs a staff member that the student is pregnant, the following general guidelines will apply.

School staff members are reminded that they do not have the same relationship with students that the student would have in a medical setting. Any staff member who learns that a student is pregnant or is informed of such by the pregnant student will immediately inform the building principal, school nurse and school/guidance counselor.

Staff members cannot promise that information told to the staff member by the student will remain confidential. Staff members should inform the student that pertinent laws may require the staff member to share the information if the student's health, safety or welfare is at risk.

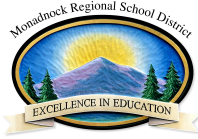
If a pregnant student is a minor, the school building principal may need to contact state social service agencies. This determination should be made after consultation with the school nurse, school/guidance counselor, and other employees whose input is needed.

Any other school district action or response will be made by the building principal, on a case-by-case basis, after consideration of all pertinent information.

School staff may provide the pregnant student with information relative to medical health facilities, mental health resources, and counseling resources.

Category: Recommended
See also [JIE](#)

Last Modified by Lillian Sutton on March 18, 2019



Book	I: Instruction
Section	Series I
Title	Accommodation of Pregnancy and Related Medical Conditions: Students
Code	IHBCA
Status	Policy Committee Review
Adopted	March 5, 2019

DRAFT

Accommodation of Pregnancy and Related Medical Conditions: Students

A. Policy Purpose.

This policy is intended to enable students who are pregnant or who have related medical conditions receive the accommodations to which they are entitled under Title IX of the Education Amendments of 1972 (Title IX) and state law NH RSA 193:38.

The District does not treat students differently concerning current, potential, or past parental, family, or marital status on the basis of sex. The District does not discriminate against any student based on the student's current, potential, or past pregnancy or related conditions.

B. Definitions.

1. Pregnancy. "Pregnancy" refers to the pregnancy of the specific student in question and include, but are not limited to, current pregnancy; past pregnancy; termination of pregnancy; potential or intended pregnancy (which can include infertility, fertility treatment, and the use of contraception); labor; and childbirth (including vaginal and cesarean delivery).
2. Related Medical Conditions. "Related medical conditions" are medical conditions relating to pregnancy. This includes prenatal/antenatal, and postpartum medical conditions, recovery from pregnancy as defined above, as well as lactation and related conditions. See Policy {**}ACN for lactation accommodations.

C. District and Employee Responsibilities Upon Notification of Student Pregnancy or Related Condition.

When a student, or a person who has a legal right to act on behalf of the student, informs any District employee of the student's pregnancy or related medical conditions, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's educational programs and activities.

Pursuant to Board policy {**}ACAC and Title IX, any staff member who learns that a student is pregnant or is informed of such by the pregnant student will immediately inform the Title IX Coordinator.

Consistent with RSA 186:11, IX-e, no employee of the District, including the Title IX Coordinator, may withhold from a parent/guardian information regarding a student's pregnancy unless such employee reasonably believes, and a reasonably prudent person would believe, that such disclosure would result in abuse, abandonment, or neglect. If information indicating abuse, abandonment or neglect exists, the employee is mandated to report such information as described in policy {**}JLF and RSA 169-C:29 and 30.

D. Specific Actions to Prevent Discrimination and Ensure Equal Access.

When the student, or a person who has a legal right to act on behalf of the student, informs the Title IX Coordinator of the pregnancy or related condition, the Title IX Coordinator shall act to prevent sex discrimination and ensure equal access to the District's educational programs and activities. The Title IX Coordinator must inform the person of the District's obligations and provide adequate notice of nondiscrimination.

Based on the student's individualized needs and in consultation with the student, the District will make reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District's educational programs and activities. The Title IX Coordinator will help the student access these rights.

The student may accept or decline each reasonable modification offered by the District. If the student accepts an offered reasonable modification, the District must implement it.

Examples of reasonable modifications may include, but are not limited to, the following:

1. breaks to attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom;
2. intermittent absences to attend medical appointments;
3. access to extended learning opportunities, such as online or homebound education;
4. changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations;
5. allowing a student to sit or stand, or carry or keep water nearby;
6. counseling;

- 7. changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access;
- 8. other changes to policies, practices, or procedures; or
- 9. breaks during class to express breast milk or breastfeed in an appropriate lactation space (i.e., a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and which may be used by a student for expressing breast milk or breastfeeding as needed). See Policy **{**}**ACN regarding lactation.

E. Voluntary Leaves of Absence.

The student may voluntarily take a leave of absence from school for, at minimum, the period of time deemed medically necessary by the student’s licensed healthcare provider. If the student qualifies for a longer period of leave under another District leave policy, the student is permitted to take voluntary leave under that policy instead, if the student so chooses. Upon return to school, the student will be reinstated to the academic status and, as practicable, the extracurricular status that the student held when the voluntary leave began.

F. Supporting Documentation.

The District will treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions. The District may not require supporting documentation for activities that are generally available to students without documentation.

The District will only require supporting documentation when it is necessary and reasonable for determining reasonable modifications to make or whether to take additional specific actions. Supporting documentation is not necessary and reasonable when the student’s need is obvious, such as when a student who is pregnant needs a bigger desk, water nearby, or restroom breaks, or when a postpartum student has lactation needs.

The District may not require a student who is pregnant or has related conditions to provide certification that the student is physically able to participate in class, programs, or extracurricular activity unless such certification is required of all students participating in the class, program, or extracurricular activity.

G. Complaints or Reports.

Complaints or reports regarding violations of this policy should be made according to the procedures found in policy **{**}**ACAC.

District Policy History:

First reading: _____
Second reading/adopted: _____

District revision history:

NH Statutes

RSA 186:11, XXXIII

RSA 193:38

Description

[Discrimination](#)

[Discrimination in Public Schools](#)

Federal Statutes

20 U.S.C 1681, et seq

Description

[Title IX of the Education Amendments of 1972](#)

Last Modified by Kristen Noonan on September 10, 2024



Book G: Personnel
 Section Series G
 Title Accommodation of Pregnancy and Related Medical Conditions: Personnel
 Code GBAM
 Status Policy Committee Review

DRAFT
Accommodation of Pregnancy and Related Medical Conditions: Personnel

A. Policy Purpose.

This policy is intended to help District employees receive the accommodations related to pregnancy and related conditions to which they are entitled under Board policies ~~AC and ACAC~~, Title IX of the Education Amendments of 1972 (Title IX), the Pregnant Workers Fairness Act (PWFA) regarding pregnant employees and employees with pregnancy related conditions ~~ACAC~~, Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Act (ADA) ~~ACAC~~.

Definitions.

C. Pregnancy. Under the PWFA, “pregnancy” and “childbirth” refer to the pregnancy or childbirth of the specific employee in question and include, but are not limited to, current pregnancy; past pregnancy; potential or intended pregnancy (which can include infertility, fertility treatment, and the use of contraception); labor; and childbirth (including vaginal and cesarean delivery). ~~ACAC~~

Related Medical Conditions. “Related medical conditions” are medical conditions relating to the pregnancy or childbirth of the specific employee in question. This includes prenatal/antenatal, and postpartum medical conditions, as well as lactation and related conditions. ~~ACAC~~ See Policy ~~ACN~~ for lactation accommodations.

Reasonable Accommodations. A “reasonable accommodation” for purposes of this policy and the PWFA is an accommodation that “seems reasonable on its face, i.e., ordinarily or in the run of cases, is “feasible,” or “plausible.” Reasonable accommodations with respect to pregnancy or related conditions may include such items as: frequent breaks to attend to health needs associated with pregnancy or related conditions, including eating, drinking, using the restroom, or expressing breast milk in an appropriate lactation space (as described in Policy ~~ACN~~); schedule changes or intermittent absences to attend medical appointments; changes in physical space or supplies (for example, access to a larger desk or a footrest); leave; avoiding exposure to certain chemicals; telework; access to reserved parking; elevator access; or other changes to policies, practices, or procedures.

Interactive Process and Reasonable Accommodation. ~~ACAC~~

Any employee who is pregnant or who has a related medical condition (the “Employee”) is encouraged to communicate a need for reasonable accommodation to the District by notifying [the Principal, Human Resources, or the Employee’s supervisor]. Once the District is so notified, the District will engage in an interactive process with the Employee in order to make reasonable accommodation for the Employee’s known limitations. The District shall implement such reasonable accommodation without unnecessary delay. ~~ACAC~~ If appropriate, the District may implement an interim reasonable accommodation while determining how best to make a reasonable accommodation.

The District shall not require the Employee to accept any accommodation or to take leave, nor will the District deny employment opportunities to the Employee or take any adverse action against the Employee because of the Employee’s need for, request of, or use of reasonable accommodation(s).

The District shall not retaliate against, coerce into, dissuade from, or otherwise act against any person for seeking reasonable accommodation or assisting another in seeking reasonable accommodation as described in this policy.

If the Employee refuses a reasonable accommodation offered by the District and, as a result, is unable to perform the essential functions of the job, and there are no alternative reasonable accommodations, the District may have satisfied its obligation to make reasonable accommodation. ~~ACAC~~

Supporting Documentation.

The District will only seek reasonable documentation supporting the Employee’s need for accommodation due to pregnancy or a related medical condition when such documentation is necessary to determine reasonable accommodation and/or the expected duration of the need. ~~ACAC~~

The District will not seek supporting documentation when the need is obvious or already known. For example, a need for more frequent restroom breaks for a pregnant employee is obvious and, once the Employee has notified the District of the Employee’s pregnancy, the District would not require documentation supporting the ongoing need for more frequent restroom breaks.

Reports or Complaints.

Reports or complaints of violations of this policy should be made according to the Grievance Procedure found in policy ~~ACAC~~.

~~The PWFA applies to employers with 15 or more employees and includes both applicants and former employees in its definition of “employee” unless providing reasonable accommodation would create an undue hardship (“a significant difficulty or expense. This is not limited to financial hardship and instead includes any accommodation that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.”) for the employer. However, Title IX applies to~~

all recipients with regardless of the number of employees and does not have an undue hardship exception. Title IX prohibits all sex-based harassment or discrimination, and considers pregnancy and related medical conditions sex-based. Additionally, Title VII protections and the ADA may require districts to provide reasonable accommodations to the Employee if similarly situated employees have received such accommodations.

^[iii] [delete endnote] Boards are encouraged to review existing policies or collective bargaining agreements (CBA) relative to how the District meets its obligations under the FMLA (e.g., paid v. unpaid leave, accumulated sick time/PTO, calculation of 12-month period, etc.):

^[iiii] [delete endnote] The PWFA applies to employers with 15 or more employees - and includes both applicants and former employees in its definition of "employee" - unless providing reasonable accommodation would create an undue hardship ("a significant difficulty or expense. This is not limited to financial hardship and instead includes any accommodation that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.") for the employer. However, Title IX applies to all recipients of federal financial assistance regardless of the number of employees, and does not have an undue hardship exception. Title IX prohibits all sex-based harassment or discrimination, and considers pregnancy and related medical conditions sex-based. Additionally, Title VII protections and the ADA may require districts to provide reasonable accommodations to the Employee if similarly situated employees have received such accommodations:

^[iv] [delete endnote] The following are examples of conditions that are, or may be, "related medical conditions": termination of pregnancy, including via miscarriage, stillbirth, or abortion; ectopic pregnancy; preterm labor; pelvic prolapse; nerve injuries; cesarean or perineal wound infection; maternal cardiometabolic disease; gestational diabetes; preeclampsia; HELLP (hemolysis, elevated liver enzymes and low platelets) syndrome; hyperemesis gravidarum; anemia; endometriosis; sciatica; lumbar lordosis; carpal tunnel syndrome; chronic migraines; dehydration; hemorrhoids; nausea or vomiting; edema of the legs, ankles, feet, or fingers; high blood pressure; infection; antenatal (during pregnancy) anxiety, depression, or psychosis; postpartum depression, anxiety, or psychosis; frequent urination; incontinence; loss of balance; vision changes; varicose veins; changes in hormone levels; vaginal bleeding; menstruation; and lactation and conditions related to lactation, such as low milk supply, engorgement, plugged ducts, mastitis, or fungal infections. This list is non-exhaustive.

^[v] [delete endnote] The PWFA notes that a simple conversation may be all that is required for the interactive process to result in reasonable accommodation. However, if that is not sufficient, the PWFA provides these 4 guidelines:

- a. Analyze the particular job involved and determine its purpose and essential functions;
- b. Consult with the employee with a known limitation to ascertain what kind of accommodation is necessary given the known limitation;
- c. In consultation with the employee with the known limitation, identify potential accommodations and assess the effectiveness each would have in enabling the employee to perform the essential functions of the position. If the employee's limitation means that they are temporarily unable to perform one or more essential functions of the position, the parties also must consider whether suspending the performance of one or more essential functions may be a part of the reasonable accommodation if the known limitation is temporary and the employee could perform the essential function(s) in the near future; and
- d. Consider the preference of the employee to be accommodated and select and implement the accommodation that is most appropriate for both the employee and the covered entity.

^[vii] [delete endnote] An unnecessary delay in making a reasonable accommodation, including in responding to the initial request, in the interactive process, or in providing the accommodation may result in a violation of the PWFA if the delay constitutes an unlawful failure to make reasonable accommodation, as set forth in [42 U.S.C. 2000gg-1\(1\)](#) (§ 1636.4(a)(1)):

^[viii] [delete endnote] Similarly, if the Employee refuses to engage in the interactive process, the District may not be liable for providing reasonable accommodations.

^[ix] [delete endnote] If multiple provisions could apply to an Employee (e.g., PWFA and the Americans with Disabilities Act), in accordance with the PWFA, the District will comply with the requirements of the provision that is easiest for the Employee to satisfy.

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.

Federal Regulations

89 FR 29182

Description

[Pregnant Workers Fairness Act \("PWFA"\)](#)

Federal Statutes

42 U.S.C. 2000gg

Description

[Pregnant Worker Fairness Act \("PWFA"\)](#)

Last Modified by Kristen Noonan on September 10, 2024



Barrett M. Christina, Executive Director
Matt Pappas, President, Rochester
Holly Kennedy, Past-President, Hinsdale

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2024 NHSBA Delegate Assembly
Saturday October 19, 2024
10:30am
Grappone Conference Center

PROPOSED RESOLUTIONS

13. Submitted by the Hanover & Dresden School Boards

Proposed Resolution:

Whereas all children deserve to be safe in New Hampshire schools; and

Whereas public education strives to encourage tolerance, acceptance, inquiry, and curiosity; and

Whereas all children deserve the opportunity to participate in school based extracurricular activities, including sports teams; and

Whereas several school districts in New Hampshire have already adopted inclusive transgender student policies; and

Whereas the state of New Hampshire has previously enacted anti-discrimination laws in 2018 protecting transgender people from discrimination in housing, employment, public accommodations and schools;

Therefore be it resolved that the NHSBA supports and advocates for statewide legislation and local school board policy that affirms the rights of all students to participate in education including school sponsored curricular and co-curricular activities, free of discrimination on the basis of gender identity.

Rationale:

The rights of public school students are currently at risk because of some of the legislation under consideration in Concord, and this resolution is both critical and timely.

NHSBA Response:

The NHSBA Board of Directors believes that this Proposed Resolution is similar to Resolution VI:F, which was adopted in 2021. VI:F currently reads:

VI:F• NHSBA supports equity and inclusion in all aspects of education. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

Alternative Resolution Recommended by NHSBA Board of Directors:

VI:F• NHSBA supports equity and inclusion in all aspects of education, **including curricular programs, extra-curricular programs and co-curricular programs.** NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

NHSBA Rationale: NHSBA Resolution VI:F already speaks to NHSBA’s support for equity, inclusion and anti-discrimination laws. This Resolution also includes all classes protected under state law. The NHSBA Board of Directors believes the Alternative Resolution reaches the stated goal of the proposed resolution without singling- out one of the protected classes.

14. Submitted by the Wilton-Lyndeborough Cooperative School Board

Proposed Resolution:

The New Hampshire School Board Association will ensure that NHSBA member dues are not being used for lobbying purposes consistent with RSA 15:5.

Rationale:

The resolution simply seeks to follow the statute. If member school boards do not segregate funds when paying NHSBA membership dues, thus co-mingling state and non-state funds, then those membership dues cannot be used for lobbying purposes as stated in RSA 15:5.

NHSBA Response:

√ **Adoption NOT recommended by NHSBA Board of Directors.**

First: The Board of Directors believes the objective of the proposal is not appropriate for a Resolution. NHSBA Resolutions are intended to guide NHSBA's positions relative to legislative advocacy, while this resolution would seek to direct the internal operation of NHSBA relative to its membership.

Second: The resolution would require NHSBA to somehow monitor or audit the accounts and expenditures of its member districts.

Third: The premise is based upon an open question statutory interpretation.

RSA 15:5 states:

I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds **to lobby or attempt to influence legislation**, participate in political activity, or contribute funds to any entity engaged in these activities.

II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

Relative to Paragraph I, NHSBA maintains that the Association is not subject to Paragraph I, as NHSBA is not a "recipient of a grant or appropriation of state funds."

Relative to Paragraph II, RSA 15:5 became law in 2006. A review of the legislative history includes no information that would indicate that paragraph II was intended to apply (1) absent a primary object of the payment to "lobby or attempt to influence legislation" by the third-party entity, or (2) when the entity's positions are not directed or even chosen by the recipient of the state funds (i.e., an individual school district/board).

In this regard, NHSBA is not different than any other entity – whether for profit or not-for-profit - which receives payments from a district and which spends some of its revenue on attempts to influence legislation.

Additionally, and despite the fact that public employee/officer organizations such as NHSBA were funded in the same manner as NHSBA is in the present day, NHSBA is not aware of any instance since this statute became law when the bills’ sponsors asserted that RSA 15:5 was intended to apply to organizations such as NHSBA.

Nothing precludes school boards from segregating funds for NHSBA dues. Consistent with limitations on NHSBA’s legal services, NHSBA recommends that boards consult with their own local legal counsel for an interpretation of RSA 15:5, II. If a local board chooses to segregate funds, the board should consult with local counsel, along with the superintendent, business administrator and district auditor to best determine how that should be accomplished. Local counsel should be involved to ascertain whether this statute would also apply to other professional organizations/associations, vendors, contractors, or other entities engaged in legislative advocacy.

15. Submitted by the Governor Wentworth School Board

Proposed Resolution:

The GWRSD School Board tonight voted unanimously to support and in so doing reaffirm the current NHSBA resolution.

My motion;

I move the GWRSD School Board vote to support and reaffirm the current NHSBA resolution which reads "NHSBA supports that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students."

Now reflected in the minutes, during public portion of the meeting, and recorded by Wolfeboro Community Television.

Rationale:

N/A

NHSBA Response: Though this is not a proposed resolution, per se, the NHSBA Board of Directors thanks the Governor Wentworth School Board for their continued support. If Continuing Resolution #2 passes, it will become a permanent Resolution in the NHSBA Statement of Beliefs Manual.

16. Submitted by the Concord School Board

Proposed Resolution:

The board voted 8-0 to send the following proposed resolution regarding universal free lunch to the NHSBA: (Motioned by Mr. Weinberg, 2nd by Mr. Cotton).

1. "Whereas the Concord School Board recognizes the importance of nutrition for supporting the development and learning potential of New Hampshire students.
2. Whereas the Concord School Board believes it is critical to tackle childhood hunger and food insecurity.
3. Therefore, we submit a resolution to the NHSBA to advocate to the NH State Legislature to create a universal and subsidized meal program for NH public school students."

Rationale:

Support for the issues concerning food insecurity

The Concord Board is committed to ensuring that all children receive nutritious meals while at school. In seeking support from the state to fund breakfast and lunches, the Board offers the following rationale.

The Board acknowledges that every student needs to start the day with a healthy breakfast and a healthy lunch to sustain learning throughout the day

Schools in the city of Concord have a significant number of students with food insecurity. The district faced a deficit in revenues from the food service program due to the inability of families to afford the meal program

The district provides breakfast and lunch to students attending summer programs at the school.

The board realizes that not all families fill out the required paperwork for a variety of reasons, having state support would lessen the burden of filing the application

NHSBA Response: This Proposed Resolution is similar to Continuing Resolution #2. However, the NHSBA Board of Directors believes that a slight amendment to CR#2 is warranted and necessary, consistent with this Proposed Resolution. Continuing Resolution currently states:

NHSBA supports that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students. (2022)

Alternative Resolution Recommended by NHSBA Board of Directors:

NHSBA supports that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students **and at no cost to local school districts.** (2022)

NHSBA Rationale: Continuing Resolution #2 only addresses providing school meals to students at no cost. Over the last number of years, the New Hampshire Legislature has passed numerous laws with unfunded mandates passed down to local school districts. This proposed Alternative Resolution clarifies that any school funding programs should also be at cost to local school districts and should not be an unfunded mandate.

17. Submitted by the Concord School Board

Proposed Resolution:

Concord Board of Education Resolution
For Gun Free School Zones

A RESOLUTION of the Concord Board of Education in Concord, New Hampshire supports New Hampshire State Legislation that will enforce the Federal Gun Free School Zone Act.

WHEREAS, the Concord Board of Education has an obligation to ensure that all students are provided a safe, secure, and supportive environment in which education and school activities are conducted; and

WHEREAS, legislators are accountable to create a safe or unsafe environment in our schools, as evidenced by increasing incidents of gun violence threats and gun violence in schools; and

WHEREAS, so far this year in 2024, the United States has experienced 88 incidents of shooting in schools with 78 victims of these shootings; and

WHEREAS, the presence of firearms increases risk of such harm; and

WHEREAS, the Concord Board of Education policies #544 prohibits weapons including firearms on school properties unless under the control of law enforcement personnel; and

WHEREAS the federal government has designated schools as gun-free zones; and

WHEREAS, the federal Gun Free Schools Act prohibits students from bringing firearms into schools, and the federal Gun Free Schools Zone Act prohibits all other persons from bringing firearms within 1,000 feet of school property; and
WHEREAS, any bill set before New Hampshire Legislators that does not enforce federal law of gun free school zones, compromises the ability to maintain a safe environment.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The Concord Board of Education:

- Opposes current New Hampshire state law that does not require state and local law enforcement to enforce federal law of gun free school zones.
- Urges all City of Concord's elected representatives serving in the New Hampshire State Legislature to pass legislation to keep firearms out of school zones.
- Urges New Hampshire State Legislature to pass a bill that enforces federal Gun Free School and Gun Free School Zone Acts in order to create and maintain a safe education environment.

- Commits to creation and revision of Concord School District policies that prohibit students, staff, and civilians from bringing firearms within a school zone.
- Directs the Concord School District Superintendent to distribute this resolution to city, state, and local policy makers, all members of the State Board of Education (New Hampshire); New Hampshire State School Board Association; New Hampshire Association of School Administrators; New Hampshire State Teachers Association; local print, voice, and internet media.

Adopted the day of 2024, the Concord Board of Education voted at a dully called meeting at which a quorum was present with in favor, opposed, and abstained from the Resolution.

Resources:

K-12 School Shooting Database; <https://k12ssdb.org/>
 Concord School District Policy #544 Weapons on School Property NH RSA 192 D:2
 Federal Gun Free School Zone Act 1990 Federal Gun Free Schools Act 1994

Rationale:

Support for issues concerning weapons in the schools

The Concord Board of Education is committed to providing a safe and secure environment for children and staff and in doing so supports a gun free school zone. The Board offers the following rational.

The rules that apply to students attending schools should apply to adults who enter school grounds.

The Board was faced with a situation when adults (some carrying weapons) were using a school facility over a weekend at the same time students were in the building at an event. Students observed the adults carrying a weapon and sent panic among the students and parents. The situation was quickly resolved but not without heightened anxiety on the part of students.

The district receives federal funds to support school programs and is cognizant of the rules around the Federal “Safe and Gun Free Zones” and yet NH laws allow for concealed weapons as well as open carry.

NHSBA Response: NHSBA has two resolutions relative to guns and firearms on school grounds.

Continuing Resolution #4 states: *“NHSBA will advocate for legislative action that ensures local school boards comply with federal firearm laws and policies.” (2022)*

Resolution VI:G• states *“NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only.” (2020)*

This Proposed Resolution is different, however, as it speaks to local law enforcement enforcing federal law regarding firearms on school grounds

Alternative Resolution Recommended by NHSBA Board of Directors:

VI:G• NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only. **NHSBA further supports state legislation that would allow enforcement of the federal Gun Free School Zones Act within New Hampshire.**

18. Submitted by the Oyster River School Board

Proposed Resolution:

II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

Proposed resolution amendment, edit in bold italics:

II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to ***public*** education for the purpose of fully funding a constitutionally adequate education for all students in the state.

Rationale:

Recent legislation and rule interpretation by the state continue to complicate the ability of school districts to fund a constitutionally required adequate education. Recent court rulings (ConVal vs. State of NH, Rand vs. State of NH) reiterate this requirement to form a tax plan and the continued failure of the legislature to do so. This lack is creating a significant and negative educational and financial impact on public school districts and local taxpayers. Therefore it is timely to make a small edit to NHSBA policy II:E to reinforce that NHSBA not only supports an equitable and sustainable tax plan to fund education, but that the tax plan should support PUBLIC education rather than private and/or parochial education. This also allows policy II:E to more fully coincide with policy I:B, which opposes the creation of vouchers (Education Freedom Accounts) and other programs that funnel tax dollars away from public schools into private and parochial schools.

NHSBA Response:

The NHSBA Board of Directors supports the intent and purpose of this Proposed Resolutions, with minor modifications.

Alternative Resolution Recommended by NHSBA Board of Directors:

II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to ***public schools operated by local school districts*** education for the purpose of fully funding a constitutionally adequate education for all students in the state.

NHSBA Rationale: The NHSBA Board of Directors believes that the alternative language clarifies that education funding be directed at public schools operated by local school districts, lest there be any confusion or misunderstanding as to what constitutes “public education.”

19. Submitted by the Oyster River School Board

Proposed Resolution:

The NHSBA does not support the proposed revisions to State Administrative Rule ED 306, document #10556, as amended on 3/27/2024.

Rationale:

The proposed revisions to State Administrative Rule ED 306, as of 3/27/2024, are problematic, inadequate, and unclear in multiple areas. The proposed rule changes conflict with multiple areas of standing NHSBA policies, resolutions, and statements of belief, including but not limited to:

I:B (moving tax dollars away from public schools);

II:N and II:U (unfunded mandates and fiscal impact);

V:K, V:M, and V:N (all regarding various aspects of local control, including standards, assessment and accountability);

VI:F (equity and inclusion for students) and VI:H (diversity, equity and inclusion within curriculum);

VIII:H (decreases in content and skills tested).

The proposed revisions also can be interpreted as affecting adequate funding by shifting educational requirements to options, which significantly complicates budgeting and aspects of local control. Local control itself is challenged in the draft by limiting language allowed in crafting policies as well as altering how a credit can be earned, which are typically under local school board purview. Standards are weakened by changing “mastery” to “proficiency” in meeting competencies, where “proficiency” is now defined as a minimum requirement as opposed to a high requirement. There are also multiple changes, such as changing “instructional” to “learning”, and “teaching” to “facilitating learning” that lessens the importance of classroom learning. Highly qualified and credentialed professional teachers are paramount in providing quality education; eliminating or weakening teacher preparation and licensure is a disservice to students and society and compromises the quality of the diploma issued by the school district.

Due to these and other issues and areas of concern, the NHSBA should not support the proposed revisions to ED 306 as of 3/27/2024 (5/28/2024 proposed revisions have not yet been approved at this date).

√ **Adoption NOT recommended by NHSBA Board of Directors.**

NHSBA Rationale: Not support. On Wednesday August 14, 2024, the State Board adopted the new minimum standards, rendering this Proposed Resolution moot.

20. Submitted by the Oyster River School Board and Cosponsor of the Hanover/Dresden Resolution Submitted Above

Proposed Resolution:

Whereas all children deserve to be safe in New Hampshire schools; and

Whereas public education strives to encourage tolerance, acceptance, inquiry, and curiosity; and

Whereas all children deserve the opportunity to participate in school based extracurricular activities, including sports teams; and

Whereas several school districts in New Hampshire have already adopted inclusive transgender student policies; and

Whereas the state of New Hampshire has previously enacted anti-discrimination laws in 2018 protecting transgender people from discrimination in housing, employment, public accommodations and schools;

Therefore be it resolved that the NHSBA supports and advocates for statewide legislation and local school board policy that affirms the rights of all students to participate in education including school sponsored curricular and co-curricular activities, free of discrimination on the basis of gender identity.

NHSBA Response: This Proposed Resolution is the same as Proposed Resolution #13, above. The NHSBA Board of Directors response is the same to this Proposal as it was to Proposed Resolution #13.

Alternative Resolution Recommended by NHSBA Board of Directors:

VI:F• NHSBA supports equity and inclusion in all aspects of education, **including curricular programs, extra-curricular programs and co-curricular programs.** NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

NHSBA Rationale: NHSBA Resolution VI:F already speaks to NHSBA's support for equity, inclusion and anti-discrimination laws. This Resolution also includes all classes protected under state law. The NHSBA Board of Directors believes the Alternative Resolution reaches the stated goal of the proposed resolution without singling-out a single protected class.

21. Submitted by the Hooksett School Board

Context

NH state law provides a framework for school impact fees to be established for new residential development/construction via RSA 674:21 which specifically refers to “public school facilities”. Local zoning ordinances specify criteria for the assignment of fees to new construction, collection of fees from developers, retention of these fees, and the criteria for school districts to be eligible to receive these fees as revenue to offset expenses for facilities construction or improvement. In some communities, ordinances or Planning Board areas of focus are oriented towards municipal projects, and school district concerns may be inadequately considered.

Proposed Resolution

NHSBA will advocate for laws governing impact fees to be updated to require local Planning Boards to revisit impact fee methodology, policy, and schedule at least every five years, to ensure local ordinances reflect legislative or rule changes and consider other local factors and school district concerns.

√ **Adoption recommended by NHSBA Board of Directors.**

NHSBA Rationale: Impact fees stand to have a significant effect on school board budgeting, facilities planning, and school capital improvement plans. The NHSBA Board of Directors believes that by supporting and advocating for this Resolution, school boards will have better stability, uniformity and financial planning as it comes to school district facilities and infrastructure.

22. Submitted by the Mascoma Valley Regional School Board on 8/3/2024

Proposed Resolution:

NHSBA will support legislation that requires the State of New Hampshire to fund the cost of the Youth Risk Behavior Survey for all middle school students in the state.

Rationale:

Currently, the state of New Hampshire covers the cost for school districts to survey students for the Youth Risk Behavior Survey from the Center for Disease Control and Prevention. This biannual, anonymous survey provides valuable information to school districts, health councils, and communities so they may be able to address underlying issues facing young people such as drug use, suicidal thoughts, self-harm, eating disorders, dating violence, abuse, bullying, vaping, addiction, and so much more. This survey is often the only way adults are able to understand the issues facing young people today because of its widespread use nationwide in an anonymized fashion. Currently, New Hampshire only funds the high school survey, leaving school districts having to fund a middle school survey themselves. An age-appropriate middle school survey is currently funded by our neighbors in Maine and Vermont, giving their communities better information to address problem behaviors earlier and build stronger risk prevention strategies by the time these students enter high school.

NHSBA Response:

√ **Adoption NOT recommended by NHSBA Board of Directors.**

NHSBA Rationale: The NHSBA Board of Directors recognizes and appreciates the Mascoma Valley Regional School Board’s interest and stated desire to address problem behaviors earlier and build stronger risk prevention strategies by the time these students enter high school. However, the Board of Directors also believes that local school districts should undertake the Middle School Youth Risk Behavior Survey on their own volition, lest it be another mandate from the state and another task levied upon our school district staff.

23. Submitted by the Keene School Board the on 8/5/2024

Proposed Resolution:

NHSBA urges the New Hampshire Legislature to repeal all laws that usurp local control in regard to materials found in public school libraries. Further, NHSBA urges the New Hampshire Legislature to repeal all laws that usurp local control in regard to materials used to teach the curriculum established by the New Hampshire Legislature, New Hampshire Department of Education and local school boards.

Rationale:

It is our belief that our local school boards are best suited to deal with the expectations of the communities they serve and the staff they hire.

NHSBA Response:

√ **Adoption NOT recommended by NHSBA Board of Directors.**

NHSBA Rationale: NHSBA currently has two Continuing Resolutions that speak to this matter.

Continuing Resolution #5 states: NHSBA opposes any legislations that divests local school boards of original jurisdiction relative to complaints about local curriculum, instruction, and instructional resources such as books, library materials, and other instructional resources. Further, NHSBA opposes any legislation that subjects school district staff to civil lawsuits and sanctions relative to curriculum and instruction. (2023)

Continuing Resolution #6 states: NHSBA affirms the qualifications of school district staff to research and select appropriate digital and printed material for schools. Literary and curricular collections should offer students information that provides a balance of cultural values. Further, literary collections should represent diverse points of view; provide a global perspective; stimulate essential thinking skills; and meet the interests, abilities, learning styles, and information needs of the learning community. (2023)

The NHSBA Board of Directors believes these two Continuing Resolutions are related enough to the Proposed Resolution such that another resolution on the same topic is not necessary.

24. Submitted by the Keene School Board the on 8/5/2024

Proposed Resolution:

NHSBA opposes state laws that require mandatory reporting by teachers and staff to parents and guardians of conversations teachers and staff (including counseling, therapy, and school psychology) have with a student regarding the student's own status as a member of any protected class.

Rationale:

It is difficult enough to find and retain good teachers and staff, and mandatory reporting of non-criminal issues is a psychological and emotional burden to students and staff, violates confidentiality, and is an affront to professional ethics.

NHSBA Response: Support alternative language.

Alternative Resolution Recommended by NHSBA Board of Directors:

NHSBA supports legislation which prioritizes the well-being and safety of students and, while recognizing the rights of parents to make decisions about their children, also gives due consideration and weight to educators' professional judgment and their responsibility under the Code of Ethics for New Hampshire Educators to always act in a student's best interests.

Rationale: The Code of Ethics for New Hampshire Educators contains the following provisions:

- Educators are expected to have an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Educators are expected to recognize and respect confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

The NHSBA Board of Directors believes that the proposed Alternative Resolution addresses the intent of the proposed Resolution while simultaneously addresses the responsibilities of teachers and school staff under the Code of Ethics for New Hampshire Educators.

Monadnock Regional School District (MRSD)
School Board Meeting Minutes
September 17, 2024 (Not Yet Approved)
Monadnock Regional Middle/High School, Swanzey, NH

School Board Members Present: Scott Peters, Edmond LaPlante, Lisa Steadman, Cheryl McDaniel-Thomas, Betty Tatro, Gina Carraro, Kristen Noonan, Jeff Cesaitis via Zoom, Hannah Blood **Absent:** Brian Bohannon, Eric Stanley, Dan LeClair and Jennifer Strimbeck.

Administration Present: J. Rathbun, Superintendent, L. Spencer, Assistant Superintendent and J. Morin, Business Administrator.

- 1. CALL THE MEETING TO ORDER at 7:00 PM:** L.Steadman called the meeting to order.
- 2. PUBLIC COMMENTS:** There were no Public Comments.
- 3. #celebrate MRSD:** There was a huge community presence at the MRHS Football Game this past Friday. The Class advisors for the 2027 Class include J.Rathbun and L. Spencer. The class raised \$1500.00 that night. The class is amazing. It was a great night with beautiful weather. The Homecoming Schedule will be shared again.

E.LaPlante commented that it is the Birthday of the Constitution and asked if the Constitution is taught in school. J. Rathbun explained it is taught in Civics, US History and in the elementary school curriculum. NH History is taught in the 4th grade.

4. MATTERS FOR INFORMATION & DISCUSSION

a. Standing agenda: Student Government Report: There is no Student Government representative present tonight.

b. Standing agenda: Superintendent Goals Update:

c. Standing agenda: Board Meeting Calendar & Goals Update: The committees updated their work to the Board.The CRC is working on a cell phone policy. In Finance/Facilities the committee is working on the compensation analysis of the unaffiliated staff. They are also working on the revised budget process but are not sure it will be in time for the budget. The CRC has developed questions for a survey that they will be sending to J. Rathbun. Policy is working on the Special Bulletin policies.

i. Goal by Goal Status Update: The committee reviewed their goals.

d. Standing Agenda: School Resource Officer (Status Update): J. Rathbun explained that he was asked to contact the State Police to see if it is possible to have one of their officers as the SRO or help in some way. Trooper Eaton said the district can reach out to him if they need help but they are not able to provide an SRO. The Swanzey Police hope to have an update in November. The SRO for the MRMHS has to be a Swanzey Police Officer. The Sheriff's Dept. has not gotten back to J. Rathbun. **J. Cesaitis arrives via Zoom.** J. Rathbun said it is a staffing

concern. The administration believes in this program and hopes the Board will continue to as well. We also have Frank in the district.

e. Standing Agenda: Staff Vacancies: J. Rathbun explained that there is a nomination coming in non-public and the Cutler administration position has been filled. *S. Peters takes over the meeting.*

f. Overview of Guidance Programs (Junior & Senior): L.Spencer and L. Weiderman, Dir. of School Counseling presented the Board with information regarding the support they give the students. There are 4 objectives: #1 Lead, advocate, and collaborate to provide access and equity for all students, #2 Collaborate and communicate with students and parents/guardian regarding academic and social/emotional outcomes, #3 Collaborate administration, faculty and families to provide a strong rigorous academic experience for all students and #4 reflect, adapt and adjust practice based on student needs, feedback and data collection. L. Spencer and L. Weiderman began to explain what the guidance dept does to help the students prepare for the future starting with grade 9. The next steps from the Guidance Dept. are Goal #1 to formalize a comprehensive school counseling program (Pre-K-12) that supports the development of academic, college/career and social/emotional readiness. The program will focus on the mindsets and behaviors for student success which describe the knowledge, skills and attitudes student's need to achieve academic success, college and career readiness and social/emotional development. Goal #2 to begin the high school planning process (college and career) in 7th grade, and expand the emphasis in the 8th grade. Goal #3 Make the career pathway more visible (they do a good job with the college pathway) providing opportunities for more student exploration. L.Spencer and L. Weiderman explained that there is a strong focus on college and military but they are trying to work with the kids that choose another path. All students meet with the counselors more than once a year. They explained when students graduate and need help from the counselors they are more than welcome to come in for assistance. L. Spencer explained that they would send out letters to graduates to see how things are going and if they need assistance and there was really any response. She explained that the recruiters visit the school multiple times. They are not aggressive. They will have physical challenges for the kids and some of the kids stay in school because of the recruiters. K Noonan thanked L. Spencer and L. Weiderman for their great work.

g. Town of Swanzey Request-Water drainage on SAU lawn: J. Rathbun explained that the Town of Swanzey was having a water drainage issue and to solve this the water would have to drain on the SAU lawn. This does not affect anything. This is for the Board's information only.

h. Superintendent's Club Social: Oct. 15th at 5:30 PM: J. Rathbun explained this group is similar to the Dean's List. This is for the students with academic excellence. There are about 60 students in grades 8-12. Students in this group will receive a cord for graduation. The Board is invited to attend.

i. Policies 1st Read

i. ACE: Procedural Safeguards Non-Discrimination on the Basis of Disability

- ii. **ACN: Accommodation of Lactation Needs**
- iii. **JLDBB: Suicide Prevention and Response Plan**
- iv. **BDA -R Catalog of Recurring School Board Policies**
- v. **JIE/IHBCA: Accommodation of Pregnancy and Related Medical**

Conditions: Students:

- vi. **GBAM: Accommodation of Pregnancy-Related Medical Conditions:**

Personnel: K. Noonan explained that the policies were from the Special Bulletin. Policy BDA-R may be changed again soon.

5. MATTERS THAT REQUIRE BOARD ACTION:

a. * Delegate to the NHSBA Delegate Assembly: MOTION: S. Peters **MOVED** to appoint C. McDaniel-Thomas as the primary representative of the Board to the Delegate Assembly which will meet on October 19, 2024. *J.Cesaitis leaves the meeting.* **SECOND:** B. Tatro. **VOTE:** 7.805/0/0/5.195. **Motion passes.**

b. * NHSBA Proposed Resolutions (motion to support): The Board reviewed the proposed resolutions, voted to support or not support, C. McDaniel-Thomas will go to the Delegate Assembly and vote on behalf of the Board. **MOTION:** C. McDaniel-Thomas **MOVED** to support the Alternate Resolution recommended by the NHSBA Board of Directors for #13 which was submitted by the Hanover and Dresden School Boards. **SECOND:** B. Tatro **DISCUSSION:** E.LaPlante commented that there is a court case regarding this issue. S.Peters said it does not directly influence this motion. **VOTE:** 5.556/1.118/1.131/5.195. **Motion passes.** **MOTION:** C. McDaniel-Thomas **MOVED** to support the recommendation of the NHSBA Board of Directors not to support Resolution #14 which was submitted by the Wilton-Lyndeborough Cooperative School Board. **SECOND:** S. Peters **VOTE:** 7.805/0/0/5.195. **Motion passes.** **MOTION:** C. McDaniel-Thomas **MOVED** to support the Alternate Resolution recommended by the NHSBA Board of Directors for # 16 which was submitted by the Concord School Board. **SECOND:** S. Peters. **VOTE:** 7.805/0/0/5.195. **Motion passes.** **MOTION:** C. McDaniel-Thomas **MOVED** to support the Alternate Resolution recommended by the NHSBA Board of Directors for #17 which was submitted by the Concord School Board. **SECOND:** K Noonan. **VOTE:** 7.805/0/0/5.195. **Motion passes.** **MOTION:** C. McDaniel-Thomas **MOVED** to support the Alternate Resolution recommended by the NHSBA Board of Directors for #18 which was submitted by the Oyster River School Board. **SECOND:** K. Noonan. **VOTE:** 7.805/0/0/5.195 **Motion passes.** **MOTION:** S.Peters **MOVED** to agree with the NHSBA Board of Directors recommendation not to support Resolution #19 which was submitted by the Oyster River School Board. **SECOND:** B. Tatro. **VOTE:** 6.687/1.118/0/5.195. **Motion passes.** **MOTION:** K. Noonan **MOVED** to support the Alternate Resolution recommended by the NHSBA Board of Directors for #20 which was submitted from the Oyster River School Board and Cosponsor of the Hanover/Dresden School Board. **SECOND:** B. Tatro. **VOTE:** 5.556/2.249/0/5.195. **Motion passes.**

c. * Proposed Budget Items: The Board had proposed a number of items to be added to

the proposed budget. The administration explained the cost and if there was a need for each one. The Board had suggested a Second World Language Teacher at a cost of \$95,000.00, hall monitors which are on the paraprofessional scale at a cost of \$60,000.00, floating paraprofessionals aka permanent substitutes at a cost of \$60,000.00 each, improvement to the accessibility of the playgrounds for Troy, Emerson and Gilsum at a cost of \$150,000.00 each and an increase to the extracurricular stipend and athletics for the MRMHS at a cost of \$110,000.00. J.Rathbun did remind the Board that they had voted on a flat budget and if any of the proposed items are added the administration will have to find it in the budget. The Board reviewed each proposed item. **MOTION:** L. Steadman **MOVED** to add 2 permanent floating para/sub roles to be able to move about the district on an as needed basis at a total cost of \$120,000.00. **SECOND:** B. Tatro. **VOTE:** 7.805/0/0/5.195. **Motion passes.** **MOTION:** K. Noonan **MOVED** to add \$5500.00 to the Extra-Curricular Stipend/Athletic budget line. **SECOND:** C. McDaniel-Thomas. **DISCUSSION:** **MOTION:** S. Peters **MOVED** to amend the motion and add \$20,000.00 to the Extra-Curricular Stipend/Athletic budget line. **SECOND:** L. Steadman **VOTE on the amendment:** 5.556/2.249/0/5.195. **Amendment passes.** **VOTE on amended motion:** 5.556/2.249/0/5.195. **Motion passes.** B. Tatro reminded the Board that the MDEA Contract will be on the ballot.

e. * Approve the Consent Agenda

i. September 3, 2024 Minutes

ii. Manifest:

iii. Budget Transfers: **MOTION:** C.McDaniel-Thomas **MOVED** to accept the consent agenda which included the September 3, 2024 School Board Meeting Minutes, the manifest for FY25 in the amount of \$ 3,325,898.34, a transfer request from C. Woods in the amount of \$336,190 to cover 3 additional OOD tuition placements, related services and OOD transportation not budgeted for and increases in costs, a transfer request from C. Woods in the amount of \$156,000 to cover additional placements and increased costs in OOD transportation, a transfer from J. Morin in the amount of \$22,500 to cover fees for hiring nurse from previous contracted service and a transfer request from J. Morin in the amount of \$8700 to cover the cost of an additional bus for Ecology School and increased costs. **SECOND:** L. Steadman **VOTE:** 7.805/0/0/5.195. **Motion passes.**

6. SETTING NEXT MEETING'S AGENDA:

a. Finish Resolutions 21-24

b. Education Support Professional Day

c. Committee Goals

d. Non-Public I

7. PUBLIC COMMENTS: There were no public comments.

8. 9:20 PM Enter into Non-Public Session under RSA 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. MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 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. **SECOND:** B. Tatro. **VOTE:** 7.806/0/0/5.195. **Motion passes.**

9. RETURN TO PUBLIC SESSION: MOTION: S. Peters **MOVED** to **SEAL** the September 17, 2024, 9:20 PM Non-Public Meeting Minutes until July 1,2025. **SECOND:** B.Tatro. **DISCUSSION: Reason for sealing the non-public minutes: Disclosure would render the proposed action ineffective. VOTE:** 7.6/0/.206/5.195. **Motion passes.**

10. 9:29 PM MOTION TO ENTER NON-PUBLIC SESSION under RSA 91-A:3-II (b) The hiring of any person as a public employee: MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3-II (b) The hiring of any person as a public employee. **SECOND:** C. McDaniel-Thomas **VOTE:** 7.806/0/0/5.195. **Motion passes.**

11. 9:32 PM MOTION TO ENTER NON-PUBLIC SESSION under RSA 91-A:3-II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting: MOTION: K. Noonan **MOVED** to enter into Non-Public Session under RSA 91-A:3-II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.806/0/0/5.195. **Motion passes.**

12. MOTION TO ADJOURN: MOTION: K. Noonan **MOVED** to adjourn the meeting at 9:39 PM. **SECOND:** S.Peters. **VOTE:** 7.805/0/0/5.195. **Motion passes.**

Respectfully submitted,

Laura L. Aivaliotis
Recording Secretary

VOTING KEY:Yes/No/Abstain/Absent

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session
September 17, 2024(Not Yet Approved)
Monadnock Middle/High School Library, Swanzey, NH**

Members Present: Scott Peters, Cheryl McDaniel-Thomas, Betty Tatro, Edmond LaPlante, Kristen Noonan, Gina Carraro, Hannah Blood and Lisa Steadman, **Absent:** Jeff Cesaitis, Jennifer Strimbeck, Eric Stanley, Brian Bohannon and Dan LeClair.

Administration Present: J. Rathbun, Superintendent, Assistant Superintendent, L. Spencer and J. Morin, Business Administrator.

9:32 PM Non-Public Session RSA 91-A:3 II (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Issue #1: MOTION: K.Noonan **MOVED** to accept the retirement of Christina Parker as of June 1, 2026. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.806/0/0/5.195. **Motion passes.**

MOTION: S. Peters **MOVED** to leave Non-Public Session. **SECOND:** K. Noonan **VOTE:** 7.806/0/0/5.195. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**

**Monadnock Regional School District
School Board Meeting Minutes
Non-Public Session
September 17, 2024 (Not Yet Approved)
Monadnock Middle/High School Library, Swanzey, NH**

Members Present: Scott Peters, Lisa Steadman, Betty Tatro, Cheryl McDaniel-Thomas, Edmond LaPlante, Kristen Noonan, Hannah Blood and Gina Carraro. **Absent:** Brian Bohannon, Eric Stanley, Dan LeClair, Jennifer Strimbeck and Jeff Cesaitis.

Administration Present: J. Rathbun, Superintendent, L. Spencer, Assistant Superintendent and J. Morin, Business Administrator.

9:29 PM Non-Public Session RSA 91-A:3 II (b) Hiring of a public employee:

Issue #1: MOTION: K. Noonan **MOVED** to accept the nomination of Sharon Plante as a new 5th grade teacher as presented by Superintendent J. Rathbun. **SECOND:** C. McDaniel-Thomas. **VOTE:** 7.806/0/0/5.195. **Motion passes.**

Melanie Barrett is the new Administrative Assistant at Cutler.

MOTION: K. Noonan **MOVED** to leave Non-Public Session. **SECOND:** B. Tatro
VOTE: 7.806/0/0/5.195. **Motion passes.**

Respectfully submitted,

**Laura L. Aivaliotis
Recording Secretary**