

**Monadnock Regional School District & SAU #93**  
**School Board Agenda**  
**February 2, 2021 7:00pm**

Register in advance for this webinar:

[https://mrsd-org.zoom.us/webinar/register/WN\\_rlgKpcKxTHmyQovCRYc-Lw](https://mrsd-org.zoom.us/webinar/register/WN_rlgKpcKxTHmyQovCRYc-Lw)

*Members of the public are encouraged and recommended to attend using the link above.  
Comments are welcome during the 'Public Comments' portions of the agenda. Input on other agenda items is welcome upon recognition of the Board Chairman.*

***"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 TO ORDER 7pm
2. PUBLIC COMMENTS 7pm-7:15pm
3. MATTERS THAT REQUIRE BOARD ACTION
  - a. \* Policies (2nd Read)
    - i. IKE/IKE-R
    - ii. BHA
    - iii. BHE
    - iv. BEAB
  - b. \* January 19, 2021 Minutes
  - c. \* Manifest
4. MATTERS FOR INFORMATION & DISCUSSION
  - a. Debrief from NHSBA Delegate Assembly
  - b. Board Goals Review
    - i. Debrief from Deliberative Session
    - ii. Policy BAA - School Board Self-Evaluation
  - c. Operations/Superintendent's Report
    - i. New DHHS Guidance
    - ii. Hybrid/Remote Update (in packet)
    - iii. 2021/22 District Calendar (1st Read)
5. SETTING NEXT MEETING'S AGENDA
  - a. February 16, 2021
6. PUBLIC COMMENTS
7. NON-PUBLIC SESSIONS under RSA 91-A:3. II (as needed)
8. ADJOURNMENT

*\*Indicates an item requiring Board 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 affect adversely 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:

<b>2/2/2021</b>	<b>MRSD/SAU 93 School Board</b>	<b>7:00 pm</b>	<b>Zoom Webinar</b>
<b>2/3/2021</b>	<b>Education Committee</b>	<b>4:30 pm</b>	<b>Zoom</b>
<b>2/3/2021</b>	<b>Policy Committee</b>	<b>6:30 pm</b>	<b>Zoom</b>
<b>2/4/2021</b>	<b>Community Relations</b>	<b>5:00 pm</b>	<b>Zoom</b>
<b>2/4/2021</b>	<b>MRSD/SAU 93 School Board</b>	<b>7:00 pm</b>	<b>Zoom Webinar</b>
<b>2/9/2021</b>	<b>Finance &amp; Facilities Committee</b>	<b>6:00 pm</b>	<b>Zoom</b>
<b>2/16/2021</b>	<b>MRSD/SAU 93 School Board</b>	<b>7 pm</b>	<b>Zoom</b>

**Please Note:** If your meeting is not listed at the time of sending the Board Packet, it is **not** on any of the district calendars and has **not** been posted. If you need to cancel or change your meeting, please contact me immediately.

Thank you,  
Lillian Sutton



**Bureau of Infectious Disease Control**

**Considerations for Transitioning Between School Instructional Models Based on Level of Community COVID-19 Transmission and Impact on Local Schools**  
*September 1, 2020*

**Background:**

The spread of Coronavirus Disease 2019 (COVID-19) in New Hampshire in March 2020 resulted in schools transitioning to full-time remote learning for the remainder of the 2019-2020 academic year. In July, the New Hampshire Department of Education (NH DOE) released [Grades K-12 Back-to-School Guidance](#) for the return to school in the fall. Because of continued COVID-19 community transmission and the unpredictability of the pandemic, schools were asked to plan for different instructional scenarios (in-person, remote, and hybrid) and maintain flexibility to adapt school learning to the constantly changing pandemic.

**Purpose:**

The purpose of this document is to provide considerations for when schools can consider transitioning between the different instructional models in response to the changing community and school-based COVID-19 epidemiology. This guidance suggests an instructional model based on the COVID-19 level of:

- 1.) Community transmission within the county in which the school resides (or within the cities of Manchester and Nashua for those school districts)
- 2.) Impact on individual school facilities

These two factors are incorporated into a decision matrix below that specifies the least restrictive method of instruction suggested by the New Hampshire Department of Health and Human Services, Division of Public Health Services (DPHS). Data related to these metrics will be displayed on the “School” tab on the analytics data dashboard available at: <https://www.nh.gov/covid19/dashboard/overview.htm>. Each school and school district, however, operates in a unique context and with different facility and space capacity, so school districts can choose to take a more or less restrictive approach, as deemed necessary based on the local situation. NH DPHS will also work with schools and SAUs to implement public health protective measures based on specific situations.

**Determining the Level of COVID-19 Community Transmission:**

NH DPHS proposes three different criteria outlined in the table below for determining county COVID-19 transmission level; Manchester and Nashua will continue to have city-level data separated for local decision making. The overall community transmission level should be assigned based the highest level identified by any one of the following criteria. School districts should utilize the appropriate county/city-level data in which their schools primarily reside for the criteria below.

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
COVID-19 PCR test positivity as a 7 day average	< 5%	5 – 10%	>10%
Number of new infections per 100,000 population over prior 14 days	<50	50-100	>100
Number of new hospitalizations per 100,000 people over the prior 14 days	<10	10-20	>20

**Determining the Level of COVID-19 School Impact (defined at the educational facility level):**

To determine the school-specific COVID-19 impact level, NH DPHS suggests three criteria outlined in the table below. The overall level of school impact should be assigned based the highest level identified by any one of the following criteria. These criteria and impact levels may change during the school year as we better understand how COVID-19 impacts schools.

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	One cluster* in the school	Two or more unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other
Student absenteeism due to illness	<15%	15-30%	>30%
Staff capacity to conduct classes and school operations <sup>†</sup>	Normal	Strained	Critical

\* A cluster is defined as 3 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† This subjective assessment should factor in a school’s ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

**Decision Matrix for Transitioning Between Methods of Instruction:**

Using the assigned community transmission and school impact levels, schools can use the table below to identify the least restrictive method of instruction suggested by NH DPHS.

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	In-Person	In-Person	Hybrid
	Medium	In-Person	Hybrid	Remote
	High	Hybrid*	Remote	Remote

\* Depending on the level of COVID-19 transmission in the school and outbreak status, public health may recommend temporary closure of school and remote learning for a short period of time to control transmission before re-opening in a hybrid instructional model.

This matrix should serve as a guide for schools to consider when planning and making decisions around when to move between methods of instruction, regardless of which instructional model was chosen for initial school re-opening. NH DPHS will work with schools and districts to implement public health prevention measures and conduct contact tracing in the school setting for any person identified with COVID-19, and the State will work with local schools and communities to ensure adequate testing capacity and contact tracing resources.

In some circumstances, schools may want to take a more restrictive approach than what is suggested in the table above. For example, in situations with a “high” level of school impact but “minimal” community transmission, schools could consider a temporary short-term period of remote instruction before moving to a hybrid model of instruction, especially if the school is already conducting operations in a hybrid model of learning. For schools that go to remote learning, that decision can be a short-term period (e.g., at least 2 weeks) of remote learning, or potentially longer, especially in situations with “high” community transmission.

When relaxing restrictions and increasing in-person learning, schools should transition back to the next most restrictive option allowed by their level of community transmission. For example, if a school is in remote instruction, they should transition back to a hybrid instructional model; if a school is in hybrid they can transition back to full in-person instruction, if suggested at their level of community transmission. Schools should monitor their local situation for at least 2-4 weeks before continuing to relax restrictions.



## Bureau of Infectious Disease Control

### Considerations for Transitioning Between School Instructional Models Based on Level of Community COVID-19 Transmission and Impact on Local Schools

*Updated: January 26, 2021*

#### Background:

The spread of Coronavirus Disease 2019 (COVID-19) in New Hampshire in March 2020 resulted in schools transitioning to full-time remote learning for the remainder of the 2019-2020 academic year. In July, the New Hampshire Department of Education (NH DOE) released [Grades K-12 Back-to-School Guidance](#) for the return to school in fall 2020. Because of continued COVID-19 community transmission and the unpredictability of the pandemic, schools were asked to plan for different instructional scenarios (in-person, remote, and hybrid) and maintain flexibility to adapt school learning to the evolving pandemic.

#### Purpose:

The purpose of this document is to provide considerations for when schools transition between the different instructional models in response to the changing community and school-based COVID-19 epidemiology. This guidance suggests an instructional model based on the COVID-19 level of:

- 1.) Community transmission within the county in which the school resides (or within the cities of Manchester and Nashua for those school districts)
- 2.) Impact on individual school facilities

These two factors are incorporated into a decision matrix below that specifies a method of instruction suggested by the New Hampshire Department of Health and Human Services, Division of Public Health Services (DPHS). Data related to these metrics will be displayed on the "School" tab on the analytics data dashboard available at: <https://www.nh.gov/covid19/dashboard/overview.htm>. Each school and school district, however, operates in a unique context and with different facility and space capacity, so school districts can choose to take a more or less restrictive approach, according to the local context. NH DPHS will also work with schools and SAUs to implement public health protective measures based on specific situations.

#### Determine the Level of COVID-19 Community Transmission:

NH DPHS proposes two different criteria outlined in the table below for determining county COVID-19 transmission level; Manchester and Nashua will continue to have city-level data separated for local decision making. The overall community transmission level should be assigned based the highest level identified by any one of the following criteria. School districts should utilize data from the county/city in which their schools are primarily located.

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
COVID-19 PCR test positivity as a 7 day average	<5%	5 – 10%	>10%
Number of new infections per 100,000 population over prior 14 days	<50	50-100	>100

### Determine the Level of COVID-19 School Impact:

To determine the school-specific COVID-19 impact level, NH DPHS suggests three criteria outlined in the table below. The overall level of school impact should be assigned based the highest level identified by any one of the following criteria.

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	One cluster* in the school	Two or more unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other
Student absenteeism due to illness	<15%	15-30%	>30%
Staff capacity to conduct classes and school operations <sup>†</sup>	Normal	Strained	Critical

\* A cluster is defined as 3 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† This subjective assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

### Decision Matrix for Transitioning Between Methods of Instruction:

Using the determined community transmission and school impact levels, schools can use the table below to identify the recommended method of instruction.

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	In-Person	In-Person	In-Person
	Medium	In-Person	Hybrid	Hybrid <sup>†</sup>
	High	Hybrid*	Remote	Remote

\* Depending on the level of COVID-19 transmission within the school facility and outbreak status, public health may recommend temporary closure of school and remote learning for a short period of time to control transmission before re-opening in a hybrid instructional model.

† For limited COVID-19 transmission within the school facility (e.g., contained cluster in a classroom), the school can choose to move selected classrooms or sections of the school to temporary remote learning while maintaining other normal school operations.

This matrix should serve as a guide for schools to consider when planning and making decisions around when to move between methods of instruction. NH DPHS will work with schools and districts to implement public health prevention measures and conduct contact tracing in the school setting for any person identified with COVID-19, and the State will work with local schools and communities to ensure adequate testing capacity and contact tracing resources.

In some circumstances, schools may want to take a more or less restrictive approach than what is suggested in the table above. For schools that go to remote learning, for example, that decision can be a short-term

remote learning period (e.g., 2 weeks), or potentially longer; however, NH DPHS recommends schools minimize out-of-school learning to the extent possible and maximize in-person learning as resources and staffing allow. Most schools during the pandemic have been able to maintain full in-person or hybrid models of learning with limited transmission occurring in K-12 school settings. As of January 24, 2021, more than 1,700 students and staff associated with New Hampshire K-12 schools have been diagnosed with COVID-19 during the 2020-2021 school year affecting almost 400 different schools. There have been 47 clusters identified in non-residential K-12 schools in NH to date. With the exception of one larger cluster (N=49 cases), the remaining 46 clusters included 293 associated infections with an average of about 6 infections per cluster (range: 3-21 cases per cluster). Therefore, hundreds of potential exposures that have occurred in K-12 school settings have resulted in little or no identified transmission, and no K-12 schools have experienced larger outbreaks.

Similar to NH's experience, there are now multiple recent studies showing that K-12 schools are at low risk for spreading COVID-19.<sup>1-4</sup> A recent study of public K-12 schools in North Carolina found that implementation of mitigation measures (6-foot social distancing, mask wearing, hand washing, daily symptom monitoring and temperature checks) resulted in a low number of infections acquired within schools.<sup>1</sup> In this study, there were 773 community-acquired cases of COVID-19 identified, but only 32 subsequent secondary infections and no instances of child-to-adult transmission.<sup>1</sup> Another study of primary schools in Norway identified 13 people with COVID-19 in the school setting resulting in 292 contacts.<sup>2</sup> Close contacts were followed and systematically tested, and only 3 additional infections were identified despite only 1 meter (about 3 feet) of recommended physical distancing without routine face mask use.<sup>2</sup> A third study of 17 schools in rural Wisconsin with high compliance with mask-wearing found a lower incidence of COVID-19 in schools conducting in-person instruction compared to the surrounding community (about 37% lower), and among 191 people identified with COVID-19 in schools, only seven (3.7%) were associated with in-school transmission with all episodes of in-school transmission occurring in students.<sup>3</sup> Finally, a study published by the U.S. Centers for Disease Control and Prevention (CDC) evaluated trends in COVID-19 among persons aged 0-24 years in the United States. National trends did not suggest that infections in K-12 aged children drove increases in community transmission.<sup>4</sup> Nearly two-thirds of K-12 school districts across the U.S. offered either full or partial in-person learning, but there were limited reports to the CDC of outbreaks occurring within K-12 schools, and incidence of COVID-19 in counties where K-12 schools offered in-person learning was similar to that in counties offering remote learning.<sup>4</sup>

NH DPHS continues to recommend that:

- Schools maximize physical distancing between students with a goal of 6 feet of separation, but no less than 3 feet of separation (i.e., 3-6 feet of physical distancing allowed).
- Schools that have not implemented face mask use in classrooms should implement mask use wherever possible, especially given the high rates of community transmission and the State-wide mask mandate currently in effect (see [Emergency Order #74](#) and [Emergency Order #81](#)).
- Schools should continue to implement other recommended mitigation measures as outlined in the Department of Education's Back-to-School Guidance.

Because schools provide a structured environment that supports adherence to community mitigation measures, even in the midst of high levels of community transmission, schools have been able to operate safely with minimal risk to other students, staff, and surrounding communities. In fact, CDC recommends that "K-12 schools be the last settings to close after all other mitigation measures have been employed and the first to reopen when they can do so safely."<sup>4</sup>



## References:

1. Zimmerman KO, et al. Incidence of secondary transmission of SARS-CoV-2 infections in schools. Pediatrics, Jan 2021. Prepublication available at: <https://pediatrics.aappublications.org/content/early/2021/01/06/peds.2020-048090>.
2. Brandal LT, et al. Minimal transmission of SARS-CoV-2 from paediatric COVID-19 cases in primary schools, Norway, August to November 2020. Euro Surveill, Jan 2021;26(1). Available online at: <https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.26.1.2002011?emailalert=true>.
3. Falk A, et al. COVID-19 cases and transmission in 17 K-12 schools – Wood County, Wisconsin, August 31 – November 20, 2020. MMWR Morb Mortal Wkly Rep, Jan 2021;70. Available online at: [https://www.cdc.gov/mmwr/volumes/70/wr/mm7004e3.htm?s\\_cid=mm7004e3\\_w](https://www.cdc.gov/mmwr/volumes/70/wr/mm7004e3.htm?s_cid=mm7004e3_w).
4. Leidman E, et al. COVID-19 trends among persons aged 0-24 years – United States, March 1 – December 12, 2020. MMWR Morb Mortal Wkly Rep, Jan 2021;70(3):88-94. Available online at: [https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s\\_cid=mm7003e1\\_w](https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s_cid=mm7003e1_w).



<b>School</b>	<b>% Hybrid</b>	<b>% Remote</b>
Gilsum	94%	6%
Emerson	79%	21%
Troy	82%	18%
Mt. Caesar	78%	22%
Cutler	80%	20%
MRMHS	84%	16%
	<b>81.74%</b>	<b>18.26%</b>

1/25/2021

Monadnock Regional School District (SAU #93)  
2021-2022 **DRAFT** School Year Calendar-**SOFT OPENING**

AUGUST (2 Days)				
M	T	W	T	F
		O	W	W
W	W	SO	SO	SO
30	31			
SEPTEMBER (21 Days)				
M	T	W	T	F
		1	2	ER
X	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
OCTOBER (19 Days)				
M	T	W	T	F
				1
4	5	6	7	C
X	12	13	14	15
18	19	20	21	22
25	26	27	28	29
NOVEMBER (18 Days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	X	12
15	16	17	18	19
22	23	X	X	X
29	30			
DECEMBER (15 Days)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	X	X	X
X	X	X	X	X
JANUARY (20 Days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
24	25	26	27	28
31				

FEBRUARY (14 Days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	C
14	15	16	17	18
X	X	X	X	X
28				
MARCH (22 Days)				
M	T	W	T	F
	1	2	3	4
7	W	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
APRIL (16 Days)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X	X	X	X	X
MAY (21 Days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
X	31			
JUNE (8 Days)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
W	W	S	S	S

- X – No School
- W – In Service Workshop Day (No School for Students)
- O – New Staff Orientation Day (No School for Students)
- C – Parent/Teacher Conferences (No School for Students)
- SO- Soft Opening (No School for Students)
- ER- Early Release for Students
- S – Storm Days (only if more than 5 are needed)

**First Day for Students:** August 30<sup>th</sup>  
**Labor Day:** September 6<sup>th</sup> (No School)  
**Veteran’s Day:** November 11<sup>th</sup> (No School)  
**Thanksgiving Break:** November 24<sup>th</sup> – 26<sup>th</sup> (No School)  
**Holiday Break:** December 22<sup>nd</sup> – December 31<sup>th</sup> (No School)  
**Martin Luther King Jr. Day:** January 17<sup>th</sup> (No School)  
**Winter Break:** February 21<sup>st</sup> – February 25<sup>th</sup> (No School)  
**Spring Break:** April 25<sup>th</sup> – April 29<sup>th</sup> (No School)  
**Memorial Day:** May 30<sup>th</sup> (No School)  
**Graduation:** June 4<sup>th</sup>  
**TENTATIVE Last Day for Students K-11:** June 10<sup>th</sup>

176 days – June 10<sup>th</sup> K-11  
 183 Days – June 10<sup>th</sup> Paraprofessionals  
 188 Days – June 14<sup>th</sup> Teachers

October 29 <sup>th</sup> - End of Quarter 1
November 19 <sup>th</sup> – End of Trimester 1
January 14 <sup>th</sup> – End of Semester 1
March 25 <sup>th</sup> – End of Trimester 2
April 1 <sup>st</sup> - End of Quarter 3

This calendar meets the school year requirements of RSA 189:1 and 189:24 and is subject to change due to storms or other unforeseeable emergencies. 3 make-up days (S) have been added which will only be used if necessary.

**Non-Instructional Days (No School for Students)**

**Principal Days:** August 19<sup>th</sup>, June 13<sup>th</sup>  
**District Days:** August 20<sup>th</sup>  
**Teacher Days:** August 23<sup>rd</sup>, March 8<sup>th</sup>  
**Conference Days:** October 8<sup>th</sup>, February 11<sup>th</sup>  
**Classroom Days:** August 24<sup>th</sup>, June 14<sup>th</sup>

**MESSA Workshop Days**

October 8<sup>th</sup>  
 March 8<sup>th</sup> and June 13<sup>th</sup> are available for storm day make-ups



Book	B: School Board Governance and Operations
Section	Series B
Title	Draft- SCHOOL BOARD MEMBER USE OF ELECTRONIC COMMUNICATION DEVICES DURING SCHOOL BOARD MEETINGS
Code	BEAB
Status	First Reading

## **SCHOOL BOARD MEMBER USE OF ELECTRONIC COMMUNICATION DEVICES DURING SCHOOL BOARD MEETINGS**

School board members will refrain from using electronic communication devices during board meetings. Electronic communication devices means, but is not limited to, cell phones, camera phones, pagers, beepers, and other similar electronic communication devices. Board members will not use these devices during meetings to communicate with members of the public regarding official school board business, agenda items, or other board matters that are properly discussed publicly during board meetings. Board members shall not post to social media any matter discussed during a public school board meeting until the meeting is closed.

This policy is not meant to prohibit Board members from using computers or similar devices during a meeting, provided such use is limited to purposes of the meeting only.

Last Modified by Kristen Noonan on January 6, 2021



Book	B: School Board Governance and Operations
Section	Series B
Title	School Board use of Email and Other Electronic Communications
Code	BHA
Status	Active
Adopted	October 6, 2015

### **School Board Use of Email and Other Electronic Communications**

Use of email and other electronic communications (including but not limited to texts, chat programs, and social media) by School Board members should conform to the same standards of judgment, propriety, and others as other forms of school board-related communication. Board members shall comply with the following guidelines when using email and other electronic communications in the conduct of Board responsibilities:

- A. The School Board shall not use email or other electronic communications as a substitute for deliberations at Board meetings, for other communications or business properly confined to Board meetings, or in any way to defeat the purposes of the Right to Know Law. This includes a prohibition on sequential communications that could circumvent the spirit and purpose of the Right to Know Law, which stresses that openness in the conduct of public business is essential to a democratic society.
- B. Board members should be aware that emails (including attachments) and other electronic communications received or prepared for use in Board business or containing information relating to Board business are likely to be regarded as public records which may be inspected and copied by any person upon request, unless otherwise made confidential by law.
- C. Board members shall avoid reference to confidential information about employees, students or other matters in email or other electronic communications because of the risk of improper disclosure. Board members should comply with the same standards as school employees with regard to confidential information.

**Policy References:**

Recommended

Legal Reference: RSA Chapter 91-A

RSA 189:29-a

20 USC 1232g

Last Modified by Lillian Sutton on June 13, 2017



Book	B: School Board Governance and Operations
Section	Series B
Title	DRAFT-SCHOOL BOARD USE OF EMAIL AND OTHER ELECTRONIC COMMUNICATIONS
Code	BHE
Status	First Reading

## SCHOOL BOARD USE OF EMAIL AND OTHER ELECTRONIC COMMUNICATIONS

### A. General.

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of School Board-related communication.

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

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

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

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

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

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

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

- Agenda item suggestions (with no discussion of substance);
- Reminders for upcoming meetings;
- Communications needed to schedule meetings;
- Board meeting agendas with supporting materials.

3. Electronic Communications as Records. Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the School Board or a majority/quorum thereof constitute a "record" of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise, electronic communications are subject to the District's record retention policies and schedule. [EHB](#) and [EHB-R](#).

Legal References:

RSA 91-A:1-a, Definitions

RSA 91-A:2, Meetings Open to Public

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

RSA 91-A:5, Exemptions

RSA 189:29-a, Records Retention and Disposition

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

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

Last Modified by Kristen Noonan on January 6, 2021





Book	I: Instruction
Section	Series I
Title	Promotion & Retention of Students
Code	IKE
Status	Active
Adopted	May 4, 1993
Last Revised	December 15, 2009

## PROMOTION AND RETENTION OF STUDENTS

It is the policy of the Monadnock Regional School District to assure that all students are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade. Special education students who are working under an Individual Education Plan are excluded from this policy and will be promoted or retained in accordance with their IEP.

### Background

The Board believes that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student may not complete a prescribed course of study at the same time. Some students may need additional time, while others may need less.

The NH Grade-level Expectations and the district's standards define what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

### Definitions

1. *Promotion* is the single grade step most students take from year to year.
2. *Acceleration* is the promotion of a student to more than one grade beyond the current grade level or advancing to the next grade level during a school year.
3. *Retention* allows students to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

## **Implementation**

Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade using a thorough evaluation process that will include but not be limited to standardized testing – those offered by the State as well as others chosen by the District – classroom-based testing, portfolios and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules, which will be published in the Parent-Student Handbook, will include, but will not be limited to, the following characteristics:

1. Seeking the involvement of parents/guardians in a highly collaborative working relationship.
2. Focusing on the use of retention in the early primary grades, at which time research indicates it is most effective.
3. Acceleration being considered in rare cases after all enrichment opportunities have been thoroughly explored.
4. Students being retained or accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically, and when there are no other ways to meet a student's needs. When considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, cooperative efforts with families, or summer school should be evaluated. Before considering acceleration, actions such as enrichment in the classroom or other advanced courses through correspondence, distance learning, or through another institution should be examined.
5. Outlining steps and time frames that provide a great deal of interaction with parents/guardians.
6. The final decision being made by the Principal after consultation with parents/guardians, the classroom teacher, and other professional staff.
7. Parents may appeal a decision of the Principal to the Superintendent.

Dates of Revisions: 12/15/2009; 5/2008, 7/2004, 11/1999, 7/1998

## **Policy References:**

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(d), Promoting Students

Last Modified by Lillian Sutton on July 3, 2017

## **IKE - PROMOTION AND RETENTION OF STUDENTS**

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules shall be published in the Parent-Student Handbook.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness.

### **Legal References:**

*Ed 306.14(b)(3), Promoting Students (until July 1, 2015)*

*Ed 306.141(a)(3), Promoting Students (after July 1, 2015)*



Book	I: Instruction
Section	Series I
Title	IKE-R Continued Elementary Retention Appeal Timeline Parental Signature Form
Code	IKE-R Continued
Status	Active
Adopted	February 15, 2013

## **Monadnock Regional School District Elementary Retention/Appeal Time Line**

### ***Action Deadline***

#### **Recommendation for grade level retention**

Prior to March 1

- Teacher(s) make a recommendation to the principal and grade level team for grade level retention of the student. If recommended by the team, the principal notifies the parent/guardian of the possible retention.

#### **Parent agrees, submits signed form**

April 15

- If the parent agrees with the recommendation for retention, the parent signs the parent signature form and the student is retained in the current grade level.

#### **Parent disagrees, appeals and submits signed form**

April 15

- If the parent/guardian disagrees with the retention recommendation, the parent may choose to appeal. The signed parent signature form must be submitted. The parent must be given a copy of this timeline which outlines the appeal process.

**Principal/designee, parent/guardian, teacher(s) meet**

May 1

- In the case of an appeal, the principal/designee will meet with the parent/guardian and teacher(s) within 10 school days to review data from the teacher and parent.

**Principal makes decision, notifies parent/guardian**

May 15

- The principal makes a decision within five days of meeting with parent and teacher(s) and notifies the parent.

**Parent agrees with retention, submits signed form**

May 22

- If the parent agrees with the recommendation for retention, the parent signs the parent signature form and the student is retained in the current grade level.

**Parent disagrees, appeal is forwarded to Superintendent of Schools**

May 22

- If the parent disagrees with the decision of the principal, the principal shall forward the appeal to the SAU office within five school days. The Retention Folder containing all required information, along with the Retention Data Cover Sheet must be included.

**Appeal/Final Decision**

- The Superintendent of Schools will be the final determiner in this process. The final decision will be communicated to the parent/guardian and to the principal within 30 days of receiving the appeal.

**Monadnock Regional School District  
Elementary Retention Parent Signature Form**

Student name: \_\_\_\_\_ has been recommended  
for retention in grade \_\_\_\_\_ in school year \_\_\_\_\_.

Parent must complete either number 1 or number 2 below.

1. I agree and support the retention of my child:

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

2. At this point in time, I do not agree or support the retention of my child because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- o I wish to appeal. My reasons for appealing are stated above. I have been provided a copy of the timeline and appeal process.
- o I do not wish to appeal.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

This student has an Individual Literacy Plan:      o Yes      o No

If forwarded for appeal, attach a copy of the highlighted continuums in reading, writing, ELA (if

appropriate), and math to this form.

Highlighted areas on continuums = student is proficient.

**Policy References:**

IKE - Promotion & Retention of Students

IKE-R - Procedures for Elementary Student Retention K-6

**Policy Cross References:**

» IKE - Promotion & Retention of Students

» IKE-R - Procedures for Elementary Student Retention K-6

Last Modified by Lillian Sutton on July 6, 2017





Book	I: Instruction
Section	Series I
Title	Procedures for Elementary Student Retention K-6
Code	IKE-R
Status	Active
Adopted	January 8, 2013

## **PROCEDURES FOR ELEMENTARY STUDENT RETENTION K-6**

### **Guidelines for Elementary Student Retention**

#### ***Grade Level Retention Considerations***

Retention of students is an option for students at any grade level who, after instruction and interventions, are performing below established targets. Research does not support retention of students (at any grade level) as an appropriate intervention. Accordingly, retention should be considered only after the following factors have been considered and documented:

- Performing significantly below established targets in at least two of the three content areas of reading, writing, and math.
- Evidence of insufficient academic growth
- Chronological age of student
- Language proficiency
- Special Education
- Attendance record/truancy
- Transiency
- Previous grade retention

### ***Summer School***

Placement in the next grade level may be contingent upon completion of summer school when academic growth has been made

### ***English Language Learners***

Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations. Non-English proficient (beginning and early intermediate) students may not be retained.

### ***Special Education Students***

Consideration of retention for students with Special Education needs must follow IEP and placement procedures. Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year retention occurs, retention procedures must be followed.

### ***Intervention***

Intervention must occur before retention decisions are made. Each student who is considered a candidate for retention may also be referred to the building's Child Study Team or similar body for intervention recommendations. Documentation of the intervention and the effect on achievement is required. Intervention may include, but is not limited to, the following:

- In-class interventions
- Summer school
- RTI procedures
- Extended learning opportunities
- Alternative programs

### ***Grade Level Retention Procedures***

#### **1. Parent Notification**

Parents must be notified if their child is not making adequate progress and is being considered for retention. The teacher shall consult with the principal and parent in each case concerning possible retention before

March 1 of the current school year. In all cases, parents must remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

## 2. **Educational Plan**

An educational plan is to be developed as part of the retention process. Grade level appropriate assessments must be completed for every student as a part of the body of evidence.

## 3. **Retention Folder**

A retention folder is to be implemented when both parent and principal have been consulted (before March 1 of the current school year). Interventions, which must have occurred prior to the recommendation for retention, must be documented on the Student Information page of the retention folder. The Conference Log on the retention folder must be maintained with anecdotal notes. The Student Retention Procedure Checklist is to be dated as items are completed. The signed Elementary Retention Parent Signature Form must be included in the retention folder.

### a. **Data Gathering Instruments**

The following data, as applicable, must be recorded on the Student Information page of the retention folder:

1. Assessment data as appropriate to grade level
  - **Dibels Assessments**
  - **Curriculum Unit Tests**
  - **NECAP Scores**
  - **NWEA Scores**
  - **Curriculum Standards Checklist**
2. Report card scores and comments
3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student's strengths and weaknesses
5. Other important information

## **b. Location and Storage of Records**

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. Should the student move, the retention folder should accompany the cumulative file.

### **4. Retention List**

By April 15 a list of all students being considered for retention must be sent to the curriculum director.

- The list will include:
- Student name
- Birth date
- Student identification number (SASID)
- Grade primary reason for retention
- Student assessment data as appropriate

#### **Policy References:**

IKE – Promotion & Retention of Students

IKE-R Continued

#### **Policy Cross References:**

» IKE - Promotion & Retention of Students

Last Modified by Lillian Sutton on July 3, 2017

## Policy Motions and Actions from January 6, 2021

### **BHE- School Board Use of Email and Other Electronic Communications**

**MOTION:** *To Retire BHA in favor of adopting NHSBA sample BHE.*

- BHA seems to have been improperly coded and should have been BHE
  - Included in the NHSBA Fall Bulletin with the following note: Revisions to NHSBA sample policy BHE are intended to more fully describe the intersection of the Right to Know law with board member use of emails and other electronic communication modes. Additionally, reference to reading emails into the record was removed as it created misconception by boards & board members that emails among a quorum discussing board business were permitted if they were later made part of a meeting record. Note change of title.
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### **BEAB- School Board Member Use of Electronic Communication Devices During School Board Meetings**

**MOTION:** *To adopt the NHSBA sample policy BEAB with committee edits.*

- The previous policy BHA references policy BEAB which was not in the policy book
  - NHSBA optional policy
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### **IKE/IKE-R (x2)- Promotion and Retention of Students**

**MOTION:** *To update policy IKE with NHSBA sample policy language and to retire both (two) IKE-R appendices .*

- Policy required by law, last updated in 2009, legal references from 2015 in the sample policy
- Existing IKE is procedural in nature as are both appendices which are not found in the NHSBA database

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**Clerical items for Board notification only**

**GCQ-Non-renewal, Termination and Dismissal of Certified Staff**

- Clerical update to remove NHSBA notes and a spelling correction
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