ROCHESTER SCHOOL BOARD MEETING
NOVEMBER 12, 2026 | 6:00 PM

ROCHESTER CITY HALL | CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET ROCHESTER NH 03867

ORDER OF BUSINESS

A. Call to Order

B. Roll Call

C. Pledge of Allegiance

D. National Anthem

E. Approval of Minutes
a. Approval of minutes from the October 8, 2026 Full School Board meeting.

F. Student Senate Report

G. Report of the Superintendent
a. Employee of the Month

H. Public Comment
While the Board recognizes and respects the right to free speech enshrined in the First Amendment to our Constitution, the Board wishes to make all speakers aware that statements made at public comment, depending on their content, are not immune from potential civil or criminal liabilities.

I. Standing Committee Reports
a. **Governance Committee**
i. Review of the October 15, 2026 meeting.

ii. The Governance Committee recommends the following policies for **first reading**.
1. JKAA _ Use of Restraints and Seclusion
2. JFABD - McKinney-Vento Allowable and Disallowable Supports
3. AFB _ Evaluation of the Superintendent
4. ACD - Religious Neutrality and Religious Accommodations
5. ACE - Procedural Safeguards: Nondiscrimination on the Basis of Disability
6. ACF - Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints
7. BHC - Board-Staff Communications

iii. The Governance Committee recommends the following policies for **review**
1. ABA - Community Involvement in Decision Making

iv. The Governance Committee recommends the following policies to **rescind**

1. ABB - Staff Involvement in Decision Making (duplicates policy GBB)
2. ACAA - Harassment and Sexual Harassment of Students (*these provisions are covered by policies AC and ACAC.)*
3. ACAB - Harassment and Sexual Harassment of School Employees *(these provisions are covered by policies AC and ACAC.)*

b. **Teaching, Learning & Student Supports Committee**
   i. Review of the October 15, 2026 meeting.
   No Board action required

c. **Operations Committee**
   i. Review of the November 5, 2026 meeting.
   No Board action required

d. **Finance Committee**
   i. Review of the November 5, 2026 meeting.

   ii. The Finance Committee recommends the Board approve the following retirements :
   - Susan Wolfert HR Administrative Assistant (Dec)

   iii. The Finance Committee recommends the Board approve the following resignations:
   - Stephanie Fair Health RMS
   - Sandra Blanchette 2nd Cook/Cashier -ERS

   iv. The Finance Committee recommends the Board approve the following nominations:
   - Katherine Lindemann Admin Assistant - CSS
   - Hunter Peters Special Education Teacher - RMS
   - Darlene Nadeau Lunch Monitor - McC
   - Mary Folkins Nurse - Itinerant
   - Timothy O'Connor Health - RMS (OYC)
   - Kendall Bliven McKinney Vento Liason
   - Aaron Horne IT Tech
   - Jonathan Steeves IT Tech

   v. The Finance Committee recommends the Board approve the following stipends:
   - Andrew Jackson Football Varsity (B)
   - Sean Hogan Football Varsity (B) Asst. 1
   - Paul Roy Football Varsity (B) Asst. 2
   - Ryan Bernier Football Freshman (B)
   - Ben Gregoire Football Freshman Asst.
   - Brian Hebert Football Freshman Asst.
   - Dean Poland Soccer, JV (B) Head Coach
   - Robert Gee Soccer, JV (G) Head Coach
   - Marcy Francoeur Unified Soccer Coach

- Mandi Smith — Volleyball MS - Head Coach
- Hannah Jacobs — Volleyball MS - Asst.
- John Arias — Weight Room - Fall
- Alyssa Higbie — Drama Club - Chamberlain
- Victoria Jenkins — Drama Club - Chamberlain

vi. The Finance committee recommends the Board approve the updated job descriptions for the Benefits Manager, HR Administrative Assistant and SAU Receptionist.

vii. The Finance committee recommends the Board approve a donation in the amount of 600.00 to RMS for school meal debt.

viii. The Finance committee recommends the Board approve up to $4000 for related professional development and./or presenters for the AI/Screen Time Committee.

J. Universal Meals Advisory Sub-Committee

i. Review of the November 2, 2026 meeting.

K. AI/Screen Time Advisory Sub-Committee

i. Review of the October 21, & November 4, 2026 meetings.

L. Rochester Recreation Update

M. New Business

a. Tri-City Mental Health Task Force
b. Rochester Christmas Parade
c. Job Description - Paralegal

N. NH Legislative Bills

O. Other

P. Additional Public Comment

Q. Non-Public Session

RSA 91-A:3(k) the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

R. Adjournment

DRAFT
ROCHESTER SCHOOL BOARD MEETING
OCTOBER 8, 2026 | 6:00 PM

ROCHESTER CITY HALL | CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET, ROCHESTER, NH

School Board Members Present: Matt Pappas, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Jerry Gregoire, Samantha Battis,, Sam Oliver, Erik White,
Student Members Present: Josefine Kho, Rusty Keefe
School Board Members Absent: Lisa Carlberg, Kelli Campbell, Shauni McGowan
SAU Administration & Staff Present: Jared Fulgoni, Sherri Nichols, Katy Keough, Shannon Vitas

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Call to Order
Chair Matt Pappas called the meeting to order at 6:00 p.m. A roll call was taken, followed by the Pledge of Allegiance.

Approval of Minutes
Sue Horne moved, seconded by Samantha Smith, to approve the minutes of the September 10, 2026 meeting. Motion carried unanimously.

Student Senate Report
Josefine Kho and Rusty Keefe presented the student senate report highlighting Spaulding Athletics, CTE Ambassadors, the Seacoast Choral Fest and the 20th anniversary of HRCU branch at the Createu Technology Center.

Report of the Superintendent
Superintendent Fulgoni highlighted the District's progress over the past year, reporting that the state had confirmed the resolution of all 46 previously identified deficiencies related to grants and financial processes. He noted that the District is receiving $1.3 million more in adequacy funding than budgeted for the current year, attributing the increase in part to improved data accuracy and reporting. He thanked staff for their work to address these challenges and strengthen District operations. He also reported record participation in the food service program, with more students taking advantage of school meals. Superintendent Fulgoni expressed pride in the District's progress and appreciation for the collective efforts of staff.

Public Comment
None

Governance Committee
Review of the September 17, 2026 Governance Committee.

Jerry Gregoire moved, seconded by Erik White to approve policy BCA-R Board Member Ethics for second reading and adoption. Motion carried unanimously.

Jerry Gregoire moved, seconded by Anne Grassie to approve policy AB - NH Parental Bill of Rights for second reading and adoption. Motion carried unanimously.

Teaching, Learning & Student Supports Committee
Review of the September 17, 2026 TLSS Committee.

No Board action.

Operations Committee
Review of the October 1, 2026 Operations Committee.
No Board action.

Finance Committee
Review of the October 1, 2026 Finance Committee.

Matt Pappas moved, seconded by Nick Bellows, to approve the following resignations:

- John Connor — Paraeducator - CSS
- Skylar Wilcox — Lunch Monitor - McC
- Jacqueline St. Laurent — Paraeducator - SFS
- Tupa Battersby — Kinder Paraeducator - Gonic

Motion carried unanimously.

Matt Pappas moved, seconded by Nick Bellows, to approve the following nominations:

- Caitlyn Paroff — ELO Coordinator - SHS/CTE
- Paul Roy — Safety Team - SHS
- Danielle Palmer — Paraeducator - CSS
- Tiffany LaChance — Lunch Monitor - CSS
- Bianca Murry — Custodian PT- CSS
- Jacey Gagnon — Lunch Monitor - Gonic
- Samantha Russell — Paraeducator - SFS

Motion carried unanimously.

Matt Pappas moved, seconded by Erik White, to approve the following stipends:

- Lisa Emrich — Guidance Lead - Elementary
- Sandi Purcell — Guidance Lead - Middle School
- Benjamin Gregiore — RMS AD Stipend ($7000)
- Patrick Callaghan — RMS AD Stipend ($3000)

Motion carried, 9-0, with Jerry Gregoire abstaining,

Addendum
Nick Bellows moved, seconded by Katherine Anderson, to approve the following nominations:

- Hunter Torsey — Operations and Projects Specialist
- Susan WIlliams — Admin Assistant (Long-Term Sub)
- Andrew Burnham — Long Term Sub - RMS

Motion carried unanimously.

Matt Pappas moved, seconded by Nick Bellows, to approve the following stipends:

- Davita Fortier — Drama Club- McClelland
- Jane Bergeron — Drama Club- McClelland
- Bri St. Pierre — Drama Club- McClelland
- Valerie Leeman — Drama Club- McClelland

- Caitlen Madore — Rho Kappa - SHS
- Amy Dundon — Rho Kappa - SHS
- Kathryn Gregoire — Drama - RMS
- Mandie DeCoste — Yearbook - McClelland
- Melissa Gamirov — Merit - RMS
- Lawrence Driscoll — Merit - RMS
- Melissa Wheeler — Jump Rope Club - Gonic
- Melissa Wheeler — Running Club - Gonic
- Dan Saucier — Drama Club - ERS
- Olivia Fieldsend — Drama Club - ERS
- Tonya Young — Student Council - McClelland

Motion carried unanimously.

Matt Pappas moved, seconded by Katherine Anderson, to approve the following donations made by Maple Street School to the following schools:

- Salmon Falls $4,548.18
- McClelland $5,850.70
- Chamberlain $1,381.63
- East Rochester $1,381.63
- Gonic $1254.20

Motion carried unanimously.

Rochester Recreation Update
No Update

New Business

School Board Goals

- Improve Student Achievement and Outcomes
- Strengthen District Climate, Culture and Staff Success
- Strength Fiscal Responsibility and Operational Excellence

Nick Bellows moved, seconded by Sam Oliver, to approve the above School Board Goals. Motion carried unanimously.

Advisory Committees
Matt Pappas moved, seconded by Samantha Smith, to form an advisory committee to provide feedback on artificial intelligence, student screen time and the impact on the classroom. Committee to consist of Nick Bellows, Jerry Gregoire, student, community member and administrators.

Motion carried unanimously.

Matt Pappas moved, seconded by Samantha Smith, to approve a feasibility study committee for universal meals to consist of Sam Oliver, Nick Bellows and Jerry Gregoire, student, community member and administrators..

Motion carried unanimously

Matt Pappas moved, seconded by Samantha Smith, to appoint Erik White, Kelli Campbell and Samantha Battis to the negotiating team for the OT / PT service providers contract.

Superintendents Evaluation
Samantha Smith moved, seconded by Sam Oliver, to approve CBI I, II & III as the Superintendent Evaluation Tool and suspend current policy AFB - Evaluation of the Superintendent for this evaluation cycle. No vote taken.

Discussion
Erik White inquired if the above motion should be two different motions. Samatha Smith and Sam Oliver agreed to rescind the above motion.

Samantha Smith moved, seconded by Sam Oliver, to rescind the above motion. Motion carried unanimously.

Samantha Smith moved, seconded by Sam Oliver, to approve CBI I, II & III as the Superintendent Evaluation Tool for this evaluation cycle.

2/3 Roll Call Vote

YES: Matt Pappas, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Jerry Gregoire, Samantha Battis, Sam Oliver, Erik White

Roll-call vote: 10-0. Motion carried unanimously.

Samantha Smith moved, seconded by Sam Oliver, to suspend policy AFB - Evaluation of the Superintendent. Motion carried unanimously.

NH Legislative Bills
The Board reviewed HS Bill 1300 which establishes school district property tax growth caps and central office spending limits.

Additional Public Comment
None

Other
Katherine Anderson praised the Facilities Department for its work to ensure student safety at Small Wonders Preschool.

Non-Public Session
Matt Pappas moved, seconded by Jerry Gregoire, to enter into non-public session at 7:35 p.m. pursuant to:

RSA 91-A:3(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.

Roll Call
YES: Matt Pappas, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Jerry Gregoire, Samantha Battis, Sam Oliver, Erik White

Roll-call vote: 10-0. Motion carried unanimously.

Public Session
Sam Oliver moved, seconded by Samantha Smith, to return to public season at 7:56 PM. Motion carried unanimously.

Erik White moved, seconded by Katheirne Anderson, to approve the Lunch/Recess MOU. Motion carried unanimously.

Matt Pappas moved, seconded by Katheinre Anderson, to approve the changes to the SAU Non - Union Handbook. Motion carried unanimously.

Adjournment
Katherine Anderson moved, seconded by Sam Oliver, to adjourn the Full Board Meeting at 7:59 PM. Motion carried unanimously.

ROCHESTER SCHOOL BOARD
SPECIAL FULL BOARD AGENDA

NOVEMBER 5, 2026 | 6:00 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

School Board Members Present: Sue Horne, Sam Oliver, Katherine Anderson, Kelli Campbell, Erik White, Anne Grassie, Matt Pappas, Samantha Battis, Shauni McGowan, Samantha Smith, Nick Bellows

School Board Members Absent: Jerry Gregoire, Lisa Carlberg

SAU Admin & Staff Present: Jared Fulgoni, Katherine Keough, Shannon Vitas

Call to Order
Matt Pappas called the meeting to order at 6:00 PM on roll call with a quorum present followed by the Pledge of Allegiance.

Public Comment
None

Non-Public Session
Matt Pappas moved, seconded by Erik White to enter a non-public session at 6:03 PM under RSA 91-A:3(a) the dismissal, promotion, or compensation of any public employee.

Roll Call
YES: Sue Horne, Sam Oliver, Katherine Anderson, Kelli Campbell, Erik White, Anne Grassie, Matt Pappas, Samantha Battis, Shauni McGowan, Samantha Smith, Nick Bellows
NO: None

Motion passed unanimously.

Public Session
The Board resumed public session at 6:26 PM.
Nick Bellows moved, second by Katherine Anderson, to seal the minutes of the non-public session indefinitely because it would adversely affect the reputation of any person other than a member of this board.

Roll Call
YES: Sue Horne, Sam Oliver, Katherine Anderson, Kelli Campbell, Erik White, Anne Grassie, Matt Pappas, Samantha Battis, Shauni McGowan, Samantha Smith, Nick Bellows
NO: None

Motion passed unanimously.

Adjournment
Kelli Campbell moved, second by Katherine Anderson, to adjourn the Special Full Board meeting at 6:28 PM. Motion passed unanimously.

ROCHESTER SCHOOL BOARD
GOVERNANCE COMMITTEE MINUTES

OCTOBER 15, 2026 | 6:00 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Erik White, Shauni McGowan, Jerry Gregoire, Kelli Campbell, Lisa Carlberg, Samantha Smith

Committee Members Absent: Sam Oliver

School Board Members Present: Sue Horne, Anne Grassie, Nick Bellows, Matt Pappas, Samantha Battis

Student Board Representatives: Josefine Kho

SAU Present: Jared Fulgoni, Dr. Sherri Nichols, Shannon Vitas

Call to Order
Chair Shauni McGowan called the meeting to order at 6:14 p.m on roll call with a quorum present.

Approval of Minutes
Erik White moved, seconded by Kelli Campbell, to approve the minutes from the September 17, 2026 Governance Committee meeting. Motion carried unanimously.

Public Comment
None

Policies for First Reading

JKAA _ Use of Restraints and Seclusion
The Committee proposed revisions to strengthen prevention and de-escalation practices, improve incident reviews, and increase parent participation.

Lisa Carlberg moved, seconded by Jerry Gregoire, to recommend JKAA _ Use of Restraints and Seclusion as amended to the full board for first reading. Motion carried unanimously.

JFABD - McKinney-Vento Allowable and Disallowable Supports
The Committee proposed revisions limiting rideshare and taxi services to emergencies and requiring students to be accompanied by District personnel and added a requirement for car seat installation certification.

Jerry Gregoire moved, seconded by Samantha Smith,, to recommend JFABD - McKinney-Vento Allowable and Disallowable Supports as amended to the full board for first reading. Motion carried unanimously.

AFB _Evaluation of the Superintendent
The Committee proposed revisions to the Superintendent evaluation process, including changing the policy code to CBI to align with the NHSBA policy and evaluation tool. Building

principals and central office directors would submit evaluations to the Board Chair by November 30. A subcommittee appointed by the Chair would compile the results for presentation by the second Thursday in December.

Jerry Gregoire moved, seconded by Samantha Smith, to recommend AFB _Evaluation of the Superintendent to the full board for first reading. Motion carried unanimously.

Policies for Review

Samantha Smith moved, seconded by Erik White, to recommend policy ABA - Community Involvement in Decision Making to the full Board for review without changes. Motion carried unanimously.

Erik White moved, seconded by Kelli Campbell, to recommend rescinding policy ABB - Staff Involvement in Decision Making *(duplicates policy GBB*) Motion carried unanimously.

Kelli Campbell moved, seconded by Erik White, to recommend rescinding policy ACAA - Harassment and Sexual Harassment of Students (*these provisions are covered by policies AC and ACAC.*) Motion carried unanimously.

Erik White moved, seconded by Jerry Gregoire, to recommend rescinding policy ACAB - Harassment and Sexual Harassment of School Employees (*these provisions are covered by policies AC and ACAC.*) Motion carried unanimously.

Kelli Campbell moved, seconded by Erik White, to recommend policy ACD - Religious Neutrality and Religious Accommodations to the Full Board for first reading, Motion carried unanimously.

Jerry Gregoire moved, seconded by Kelli Campbell, to recommend policy ACE - Procedural Safeguards: Nondiscrimination on the Basis of Disability to the full Board for first reading, with the final sentence referencing policy IHBA and its procedural document removed until those documents are in place. Motion carried unanimously.

Jerry Gregoire moved, seconded by Kelli Campbell, to recommend policy ACF - Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints to the Full Board for first reading. Motion carried unanimously.

Other

Jerry Gregoire moved, seconded by Erik White, to recommend that the Full Board revise policy BHC - Board-Staff Communications to allow superintendent evaluation forms to be submitted directly to the Board. Motion carried unanimously.

Additional Public Comment

No public comment

Non-Public Session

None

Adjournment

Kelli Campbell moved, seconded by Samantha Smith, to adjourn the Governance Committee at 7:56 PM. Motion carried unanimously.

USE OF RESTRAINTS AND SECLUSION

A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the Rochester School District except as described below.

B. **Definitions.** For the purposes of this policy,

1. "**Restraint**" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

    a. **"Medication restraint"** occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

    b. "**Mechanical restraint**" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

    c. **"Physical restraint"** occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

    d. **"Prone restraint"** is a prohibited physical restraint technique which occurs when a child is intentionally placed face-down on the floor or another surface, and the child's physical movement is limited to keep the child in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.

    e. **Exceptions to definition of restraint.** The term "restraint" DOES NOT, however, include:

        i. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

        ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

        iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

v. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. **"Dangerous Restraint Technique"** are prohibited forms of restraint and/or behavior techniques that include:

   a. Prone restraint, or any other physical restraint or containment technique that:

      i. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;

      ii. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;

      iii. Obstructs the circulation of blood;

      iv. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or

      v. Endangers a child's life or significantly exacerbates a child's medical condition.

   b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.

   c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

   d. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

   e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the child, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

3. **"Seclusion"** means: the involuntary confinement of a child alone in any room or area from which the child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the child reasonably believes they are not free to leave; or, the involuntary confinement of a child to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; circumstances in which there is no physical barrier, and the child is physically able to leave; or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

C. **Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described in ____, below; and
3. all employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive *general training* in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. *Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.*

D. **Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, Rochester School District's Code of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. For students with disabilities, behavior supports shall be implemented consistent with the student's IEP, Section 504 plan, and/or behaviors intervention plan. When a pattern of escalating, unsafe, or repeated behavior is identified, the district shall consider whether additional or modified supports, services, environmental changes, staffing, or other interventions are needed to prevent the use of restraint or seclusion. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this Policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

E. **Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

1. **Authorized Use of Restraint.**

a. General.

i. Restraint may only be used by trained personnel using extreme caution when *all other interventions have failed or have been deemed inappropriate.*

ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

iii. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a child.

iv. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.

v. Restraint will be *discontinued immediately* if a child demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

b. Restraint Periods Exceeding 15 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

However, no period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by as part of the Written Notification required in Section G.1.c__, below.

2. **Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

3. **Limited Use of Mechanical Restraints During Transportation**. Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

a. Prevents physical and psychological trauma;

b. Respects the privacy of the child; and

c. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3___ below.

4. **Reporting and Notification**. Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G___, below.

F. **Use of Seclusion.**

1. **Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C___, above.

b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.

c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.

d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.

e. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

f. When practicable and appropriate, staff shall use trauma-informed and de-escalation practices that consider the student's individual communication, sensory, developmental, medical, and disability-related needs.

2. **Conditions of Seclusion.** When seclusion is permitted under this policy,

a. it may only be imposed in rooms which:

i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.

ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.

iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.

iv. Are free of any object that poses a danger to the children being placed in the rooms.

v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:

A. The need to provide direct and immediate medical attention to a child;

B. Fire;

C. The need to remove a child to a safe location during a building lockdown; or

D. Other critical situations that may require immediate removal of a child from seclusion to a safe location.

b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).

3. **Required Use of Co-Regulators.** When seclusion is used, the Principal, or when he or she is not immediately available, her/his designee or the then supervising employee, shall designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

a. A trusted adult selected by the child.

b. A clinician or counselor trained in trauma informed practices.

c. A staff member known to have a positive relationship with the child.

d. A staff member who was **NOT** involved in the incident that led to seclusion.

*When reasonable possible, the co-regulator should be a staff member who is familiar with the student's individual support, communication needs, and effective de-escalation strategies.

4. **Reporting and notification**. Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence, and should be individually described within the reports and notifications.

G. **Reporting, Notification and Record Keeping Requirements.**

1. **Restraint and Seclusion.** Whenever restraint or seclusion has been used on a child, the following shall apply:

a. Immediate verbal report to Principal, designee or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or

restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.

b. Initial Notification to Parent/Guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, s/he shall make reasonable efforts to contact the child's parent or guardian as soon as is practicable, but in *no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier.* The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

c. Written Notification to Superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a child, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Departments of Education and Health and Human Services (the "DOE/DHHS form") to the Superintendent. In the absence of the availability of the DOE/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The DOE/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a child exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

d. Written Information to Parent/Guardian: Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the child's parent/guardian all of the information included in the Written Notification or the Written Notification itself.

e. Final Investigation and Report: The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or her/his designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

f. The review of each incident should also consider contributing factors, including environmental, communication, sensory, staffing, medical, trauma-related, and student-specific factors, and whether additional preventive or supportive measures are warranted.

2. **Additional Reporting Required for Injury or Death of a Child Subject to Restraint or Seclusion**. In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, general, and the New Hampshire

Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.c, above.

3. **Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a child is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

4. **Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee or designated volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

    a. Notice to parents*:* the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent or guardian. Such *notification shall be made no later the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier.* The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

    b. Physical Contact Written Description*:* Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

        i. The date and time of the incident.

        ii. A brief description of the actions of the child before, during, and after the occurrence.

        iii. The names of the persons involved in the occurrence.

        iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.

        v. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.

5. **Circumstances when Reporting/Notification is not Required**. The notification, reporting and record keeping requirements included in this Section G___ are not required in the following circumstances:

    a. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. If, however, the child is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.

    b. When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.

    c. When the contact with the child is incidental or minor, such as for the

purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the notification and reporting requirements described above.

6. **Retention of Records**. All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained [the term of the student's enrollment plus three years, unless:

    a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
    b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.

H. **Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent. The conduct giving rise to the suspected violation may well likely require reporting under Board policy JHG – Reporting Child Abuse.

I. **Complaints of Violation of RSA 126-U.** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)

    1. **Complaint Contents.** The written complaint or complaint summary should include:

        a. The complainant's name, unless the complaint refuses;
        b. The date or approximate date of the alleged incident;
        c. The location of the alleged incident;
        d. The name of the child or children subject to the alleged restraint or seclusion, if known;
        e. The name of the school personnel alleged to have restrained or secluded the child, if known;
        f. A description of the alleged restraint or seclusion; and
        g. The date of complaint.

    2. **Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or another person designated by the Superintendent. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

        In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent or guardian of the child concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc..

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in *KL* and *GBM*.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

J. **Review of IEP or 504 Plan Following the Use of Restraint or Seclusion.** Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a child with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent or guardian of the child.

The review shall consider whether the student's current services, accommodations, positive behavioral supports, communication supports, sensory supports, staffing, environment, or other conditions contributed to the incident and whether additional supports or services are necessary to prevent recurrence.

Parents/guardians shall be provided a meaningful opportunity to participate in this review and to provide information regarding the student's needs, communication, triggers, and effective de-escalation strategies.

When restraint or seclusion are used repeatedly with the same student, the district shall review the pattern of use to determine whether additional evaluation, behavioral supports, staff training, programmatic changes, or IEP/504 revisions are necessary.

K. **Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. **Dissemination of Policy.** A copy of this policy

shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

L. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Legal References:

RSA 126-U, Limiting the Use of Child Restraint Practices
RSA 169-C:29-39, Reporting Law
RSA 186-C, Special Education
NH Code of Admin. Rules Chapter 1200, Restraint and Seclusion for Children
Section 504, 29 U.S.C. 701, et. Seq., Section 504 of The Rehabilitation Act of 1973

Adopted: June 13, 2024

McKinney-Vento Allowable and Disallowable Supports Policy

Transportation, Educational Hardship Supports, Supplies, and Cost Sharing

(Aligned with Federal EDGAR Requirements and New Hampshire DOE Guidance)

Purpose

This policy establishes allowable and disallowable expenditures under the McKinney-Vento Homeless Assistance Act program to ensure compliance with federal grant requirements under EDGAR and guidance from the New Hampshire Department of Education.

The purpose of McKinney-Vento funds is to remove barriers to enrollment, attendance, participation, and academic success for students experiencing homelessness.

Legal Authority

This policy is guided by:

- U.S. Department of Education EDGAR Uniform Grant Guidance
- 2 CFR Part 200 – Uniform Administrative Requirements and Cost Principles
- Transportation Costs under 2 CFR §200.474
- Travel Costs under 2 CFR §200.475
- New Hampshire Department of Education transportation reimbursement guidance and administrative rules

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General Allowability Standards

All expenditures must be:

1. Necessary and reasonable;
2. Directly connected to removing educational barriers;
3. Allocable to the McKinney-Vento program;
4. Properly documented;
5. Consistent with district policy and federal cost principles.

Allowable Supports

1. Educational Hardship Supports

Allowable educational hardship supports may include:

- School supplies;
- Backpacks;
- Basic classroom materials;
- Hygiene products needed for school participation;
- Required uniforms;
- Academic fees;
- Graduation fees;
- Chromebook or technology access when tied to educational participation;
- Emergency educational materials;
- Tutoring and supplemental educational services;
- Fees necessary for participation in school programs.

These supports must directly assist students in maintaining school stability and educational access.

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2. Transportation Reimbursement

Transportation may be supported when necessary for:

- School attendance;
- Maintaining school of origin;
- Participation in educational programming;
- Access to tutoring or approved educational activities.

Allowable reimbursement methods include:

Mileage Reimbursement

Districts may reimburse mileage at the approved federal or district reimbursement rate when:

- The transportation is necessary for educational access;
- Documentation is maintained;
- Mileage logs are submitted.

Public Transportation

Allowable costs include:

- Public bus passes;

- Regional transit passes;
- City bus tokens;
- School-approved shuttle services.

Preference should be given to the lowest reasonable transportation cost available.

Transportation costs are allowable under federal cost principles when properly documented.

Cost Sharing and Transportation Coordination

Whenever feasible, districts should implement cost-sharing measures to maximize grant resources.

Preferred Transportation Hierarchy

1. Existing school district transportation;
2. Public transportation routes;
3. Shared district transportation arrangements;
4. Parent/guardian mileage reimbursement;
5. Contracted transportation services only when no reasonable alternative exists.

Districts are encouraged to coordinate:

- Existing bus routes;
- Regional transit systems;
- Cooperative agreements with neighboring districts;
- Shared transportation planning.

Regular Bussing and Public Transportation Access

The district may support:

- Daily or weekly public bus passes;
- Student transit cards;
- Coordination with local transit authorities;
- Access to regularly scheduled school transportation.

The district should prioritize transportation systems that are:

- Sustainable;
- Cost-effective;
- Consistently available to students;
- Equitable across the student population;

- Car seat installation certified

Under New Hampshire transportation guidance, reimbursement structures recognize both regularly scheduled transportation and self-transportation arrangements.

Disallowable Costs

The following costs are generally NOT allowable under McKinney-Vento funds unless specifically approved and documented as the only reasonable option:

Uber, Lyft, Taxi, and Ride Share Services

~~The district shall not routinely use:~~

- ~~Uber;~~
- ~~Lyft;~~
- ~~Taxi services;~~
- ~~On-demand ride share applications.~~

~~These services are considered high-cost transportation options and may create concerns regarding:~~

- ~~Cost reasonableness;~~
- ~~Consistency;~~
- ~~Procurement compliance;~~
- ~~Student safety documentation;~~
- ~~Lack of equitable transportation planning.~~

Ride-share or taxi services may only be used in documented emergency situations when accompanied by a school district personnel AND:

- No public transportation exists;
- No district transportation is available;
- Immediate educational access would otherwise be prevented;
- Administrative approval is obtained in advance.

The district must maintain written justification demonstrating why lower-cost transportation alternatives were unavailable.

Additional Disallowable Expenses

McKinney-Vento funds may NOT be used for:

- Entertainment expenses;
- Non-educational incentives;
- Vehicle purchases;
- Vehicle lease payments;
- Gas cards without documentation;
- Personal family expenses unrelated to school participation;
- Luxury transportation services;
- Unapproved travel expenses.

All unallowable costs are subject to repayment under federal grant audit findings.

Documentation Requirements

The district shall maintain:

- Mileage logs;
- Bus pass receipts;
- Transportation approvals;
- Student support documentation;
- Proof of educational necessity;
- Cost-sharing calculations;
- Purchase receipts;
- Administrative approvals.

All records must comply with federal record retention requirements.

Administrative Review

All expenditures shall be reviewed by:

- McKinney-Vento Liaison;
- Business Administrator;
- Federal Grants Manager.

Questionable expenditures may require prior written approval under EDGAR standards.

Compliance Statement

Failure to comply with federal cost principles, EDGAR regulations, or New Hampshire Department of Education requirements may result in:

- Audit findings;
- Repayment of grant funds;
- Loss of federal funding eligibility.

This policy shall be reviewed annually and updated as federal or state guidance changes.

Adopted:

Reviewed:

AFB- Evaluation of the Superintendent

Through annual evaluation of the Superintendent, the Board will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.
2. Clarify for the Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Develop harmonious working relationships between the Board and Superintendent.
4. Provide effective administrative leadership for the school system.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships, and will inform him/her, at least annually, of its assessment of his/her performance.

Evaluation

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Fiscal management
2. Curriculum
3. Pupil achievement and assessment
4. Delivery of instruction
5. Relationship with the school board
6. Administration of educational services
7. Administration of school facilities
8. Governance of pupils
9. Hiring and supervision of school district staff
10. Overall leadership on educational issues

Timeline for evaluation

The Superintendent will complete the self-evaluation, using the current evaluation instrument and provide it to the Board by the second Thursday in November.

The Board members will complete the evaluation document and submit it to the Board Chair by November 30th.

Administration, including Central Office Administration, will complete the evaluation document and submit it to the Board Chair by November 30th.

AFB- Evaluation of the Superintendent

The Board Chair will designate a sub-committee to tabulate the results of the separate documents and present the one document to the Board and Superintendent by the second Thursday in December. The sub-committee will meet with the Superintendent and review the results of the evaluation and three job goals for the next year. The three goals will be presented to the full board during the January full board meeting. The superintendent may submit a response to their evaluation for their personnel file after the evaluation is completed.

There will be a mid-year check in during the June full board meeting to evaluate progress on the three goals.

When a new superintendent is hired, three goals will be set within the first six months of their hiring.

Adoption Date: April 8, 1993
Amended: March 8, 2007
Reviewed/Approved: May 8, 2008

Policy ACD: Religious Neutrality & Religious Accommodations

Status: ADOPTED

Original Adopted Date: 05/01/2006 | **Last Revised Date:** 05/20/2026 | **Last Reviewed Date:** 05/20/2026

Category: Recommended

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ADOPTION/REVISION NOTES –
Text between the highlighted lines "~ ~ ~ ~", and highlights in this sample should be removed prior to adoption.

a. **General –** As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. **NOTE:** as some of the content in the sample is governed by specific statutes, care should be taken to review the legal references (footnotes) prior to modification of substantive provisions.

b. **General –** Highlighted language or blank, underscored spaces _________, with or without brackets [ ] or { } indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc. Peach highlights indicate internal paragraph references which might change if a district modified suggested language.

c. **General –** *{**}* indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.

d. **General –** Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

NHSBA history: Revised - May 2026, April 2010. **New policy -** May 2006.

NHSBA revision notes: Revised - May 2026, policy completely replaced. The new version - with a change in title - is intended to reflect current interpretations of both the non-establishment and free exercise clauses of the First Amendment by the U.S. Supreme Court and First Circuit Court of Appeals (legal references added), and in light of the importance of adhering to those standards, the policy has been reclassified as Recommended.

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A. Purpose and Scope

The District shall maintain neutrality toward religion while respecting the diverse religious and non-religious beliefs of students, families, employees, volunteers, or members of the community.

The District and its employees shall neither endorse nor inhibit religion, nor show hostility toward religious or non-belief. Proper accommodation of religion does not constitute endorsement.

This policy applies to all District programs, activities, and workplaces.

B. Student Religious Expression

Students have the right to express their religious - or non-religious beliefs freely, as long as such expression is voluntary, non-disruptive, and does not infringe on the rights of others or appear to be school-sponsored.

C. Student Religious Accommodations

Parents/guardians have the option of opting their child out of units within the health or sex education curriculum as provided in Board policy *{**}*IHAM, and further opting their child out of specific course material

they find objectionable as provided in Board policy *{**}*IGE.

Requests for other student accommodation under this policy should be addressed in the first instance to the teacher, coach or other employee supervising the activity. If the response is unsatisfactory, the student or parent/guardian may request review by the School Principal. If the response is still unsatisfactory, a report or complaint may be made pursuant to Board policy *{**}*ACA.

Examples of accommodations include, but are not limited to:

1. excused absences for religious observance;
2. make-up work opportunities;
3. dietary accommodations;
4. modifications for attire or grooming; and
5. permission for private, non-disruptive, prayer.

D. **Employee Religious Expression**

1. Private Expression. Employees and volunteers may engage in private religious expression when:
    a. They are not performing core or primary instructional or supervisory duties, and
    b. The activity is comparable to permitted secular conduct.
2. Restrictions in Official Capacity. Employees and volunteers shall not engage in any religious activities that:
    a. interfere with their core duties at the time, or
    b. cause a substantial interference with their official duties or with school operations.

    Examples of restricted activities include:
        i. Leading students in prayer or religious exercise during core duties, including periods where supervision of the students is a primary function;
        ii. Using the employee/volunteer's position to encourage or coerce student participation
        iii. Creating the appearance of school endorsement of the religious activity.

E. **Employee Religious Accommodations**

The District will reasonably accommodate employees' sincerely held religious beliefs, observances, and practices unless doing so would impose an undue hardship, defined as substantial increased costs or significant operational disruption.

Requests for accommodation shall be submitted in writing to [_____supervisor or HR personnel] and reviewed promptly through an interactive, individualized process. If, after engaging in the process, the employee is dissatisfied with the result, s/he may submit a report or complaint pursuant to Board policy *{**}*ACA.

Examples of accommodations for employees include, but are not limited to: (1) schedule adjustments; (2) leave

for religious observance; (3)dress or grooming exceptions; (4)private space for prayer.

F. **Facilities Use**

School district facilities that are made available for community use shall be provided to religious groups on the same terms as other community organizations, without discrimination based on viewpoint. However, such use shall be strictly non-school-sponsored and shall not create the appearance of endorsement by the District.

G. **Training and Dissemination**

The Superintendent shall ensure that all staff are aware of their responsibilities under this policy, and shall ensure that information regarding religious accommodation is included in student handbooks.

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.*

DISCLAIMER: This sample policy manual is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. No portion of this manual may be reproduced, copied, transmitted, distributed, in any form, except as needed for the development of policy by a subscribing district. The materials contained in the manual are provided for general information only and as a resource to assist subscribing districts with policy development. School districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

NH Statutes	**Description**
NH Constitution, Part I, Art. 5	New Hampshire Constitution
RSA 189:1-b	Freedom of Assembly, Freedom of Religion
RSA 354-A:1	(Human Rights) Title and Purposes of Chapter
RSA 354-A:27	Opportunity for Public Education without Discrimination a Civil Right
RSA 354-A:6	Opportunity for Employment without Discrimination a Civil Right

Federal Statutes	**Description**
1st Amendment	U.S. Const.
20 U.S.C. §4071	Equal Access Act (student religious groups)
20 U.S.C. §7904	No Child Left Behind Act of 2001
42 U.S.C. §2000bb - §2000bb-4	Religious Freedom Restoration

Federal Cases	Description
494 U.S. 872 (1990)	Employment Division, Department of Human Resources of Oregon v. Smith
514 F.3d 87 (1st Cir. 2008)	Parker v. Hurley
597 U.S. 507 (2022)	Kennedy v. Bremerton School District
600 U.S. 447 (2023)	Groff v. DeJoy

Cross References	Description
AC	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan
AC-R(2)	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information
ACA	Discrimination and Harassment Grievance Procedure

Policy ACE: Procedural Safeguards: Nondiscrimination on the Basis of Disability

Status: ADOPTED

Original Adopted Date: 09/01/2008 | **Last Revised Date:** 07/26/2024 | **Last Reviewed Date:** 07/26/2024

Category: Priority/Required By Law

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ADOPTION/REVISION NOTES –
Text between the highlighted lines "~ ~ ~ ~", and highlights in this sample should be removed prior to adoption.

a. *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.*
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c. *{**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
d. *Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

NHSBA history: Revised - July 2024, May 2024, Sept. 2016, April 2011, Sept. 2008

NHSBA revision notes: July 26, 2024, added reference to new policy ACA for reporting discrimination or harassment relative to disabilities. **May 30, 2024,** (minor change) corrected revision note for May 2024 from IHAB to IHBA and IHAB-R to IHBA-R. **May 2024 -** Revised to include information pertaining to 504 plans and to redirect to samples IHBA and IHBA-R. **September 2016 -** Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practioners. The NHDOE has updated and revised its Procedural Safeguard Handbook, effective February 2016. Since such safeguards are required to be followed by all school districts, recitation of those safeguards via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Procedural Safeguards is within the school board's policy-making role.

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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 District's programs and procedures relative to programs for students with disabilities is found in Board policy *{**]* IHBA , and procedural document *{**]* IHBA-R.

District Policy History:
First reading: ____________________
Second reading/adopted: ____________

District revision history:

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NH Statutes	**Description**
RSA 354-A:27	Opportunity for Public Education without Discrimination a Civil Right

NH Dept of Ed Regulation	**Description**
N.H. Code Admin. Rules Ed 1120	Procedural Safeguards

Federal Regulations	**Description**
34 CFR 104	Nondiscrimination on the Basis of Handicap

Federal Statutes	**Description**
20 U.S.C. §1400-1417	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	**Description**
AC	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan
AC-R(2)	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information
ACA	Discrimination and Harassment Grievance Procedure
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

Policy ACF: Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints

Status: ADOPTED

Original Adopted Date: 05/15/2024 | **Last Revised Date:** 02/28/2025 | **Last Reviewed Date:** 02/28/2025

Category: Priority/Required by Law

~ ~
ADOPTION/REVISION NOTES –
Text between the highlighted lines "~ ~ ~ ~", and highlights in this sample should be removed prior to adoption.

a. *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.*
b. *General - Highlighted language or blank, underscored spaces indicate areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.*
c. *General - {**} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
d. *General - Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

____

NHSBA history: Revised - Feb. 27, 2025, **New policy -** May 2024.

NHSBA Revision Notes: Feb. 27, 2025 - revised section A to reflect changes in the US Dept. of Agriculture's required notice of nondiscrimination (see also corresponding change to Section I.3 of sample policy AC). **May 2024,** new policy to meet specific nondiscrimination statement and grievance process requirements of USDA.

~ ~

A. **USDA Nondiscrimination Statement (copied to Policy AC {**}).**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Form AD-3027 (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be

submitted to USDA by:

1. **Mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;

2. **Fax:**
   (833) 256-1665 or (202) 690-7442; or

3. **Email:**
   Program.Intake@usda.gov

**NOTE:* *the above listed classes are those for which protections are extended under USDA regulations. Although the USDA only receives complaints relative to claims of discrimination based upon those classes, additional state and federal laws, as well as Board policy AC [**] extend protections against discrimination to additional classes of persons. See policy AC [**] for further information regarding those additional classes and related grievance procedures.*

B. **Additional Discrimination Complaint Information.**

1. Any person or representative alleging discrimination based on a prohibited basis relative to any of the District's food service programs has the right to file a complaint within 180 days of the alleged discriminatory action.

2. District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the District's [Human Rights [or Nondiscrimination] Officer _____ [check district policies for title] immediately, who shall note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in writing. As required by the USDA, the [Human Rights [or Nondiscrimination] Officer _____ [check district policies for title]will forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA.

C. **Notice of Non-Discrimination Statement and Program Rights.**

The Superintendent shall ensure that all materials and resources that are used to inform the public about any USDA supported Food and Nutrition Service (FNS) program include the complete, most current USDA nondiscrimination statement in its exact wording. The statement may be accessed at: USDA Non-discrimination Statement (Other Programs) (link tested 2024/5/9).

At a minimum, the full USDA non-discrimination statement must be included on the following materials related to USDA programs:

> FNS Application Form(s)
> Notification of Eligibility or Ineligibility
> Expiration of Certification Notification
> Discontinuance Notification
> Program (Home) Web Page
> Other Public Information

If the size of the material is too small to include the full USDA Non-Discrimination statement (e.g., newspaper printing of menus), the material must at a minimum include the following statement in print the same size font as the main text: *"This institution is an equal opportunity provider."*

BHC- Board- Staff Communications

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent of Schools.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other staff members shall be submitted through the Superintendent. The sole exception to this requirement is the submission of the superintendent evaluation tool in connection with the Board's annual evaluation of the Superintendent. Staff members are also reminded that Board meetings are held in public. As such, they provide an excellent opportunity to observe at first hand the Board's deliberations on problems of staff concern.

Board Communications to Staff

All official communications policies, and/or directives of employee interest and concern, may be communicated to employees through the superintendent and/or designee. Board members shall not initiate or listen to discussions of personnel-related matters, staff complaints or grievances, other than in accordance with established board policies and regulations, or in accordance with existing collective bargaining agreements. The Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the superintendent or designee of such interest. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of the Superintendent and principals.

Social Interaction

Staff and Board members share a keen interest in the schools and in education generally. It is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. However, staff members are reminded that individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with special authority by Board action.

Adoption Date: April 8, 1993

Amended: May 14, 2009; March 12, 2020; November 12, 2020

Reviewed: July 14, 2022

ABA

COMMUNITY INVOLVEMENT IN DECISION MAKING

The School Board recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped for advisory purposes and to the degree that these resources are involved in supporting the improvement of the local educational program.

The Board will encourage the involvement of citizens both as individuals and as groups to act as advisors and resources people in ways such as the following:

1. In solving specific problems;

2. In extending the instructional services of the classroom teacher in those instances where the specific talents of the layperson or persons complement such services;

3. In serving as advisory people to curriculum and staff development projects.

The advice of the public will be given consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the pupils. The final decision may depart from this advice when, in the judgment of the administrative staff and the Board, such advice is not consistent with goals adopted by the Board, current educational practice, or within the reach of the financial resources of the School District.

Adoption Date: April 8, 1993

Reviewed/Approved: May 8, 2008

GBB (Also ABB)

STAFF INVOLVEMENT IN DECISIONMAKING

The Superintendent shall establish channels for open commination with employees for ideas regarding the operation schools. He/she should weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of all such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

Adoption Date: April 8, 1993
Revised: February 13, 2020

For Reference:

ABB Language

The Superintendent shall establish channels for open communications with employees for ideas regarding the operation of schools. He/she should weigh with care the counsel given by employees especially that given by groups designated to represent large segments of the staff, and shall inform the Board of all such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

ACAA

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

A. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status. Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed Board Policies JICIA – Weapons, Violence and School Safety and JICK – Bullying.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:

a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;

b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive *and* objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or
c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Other Forms of Sexual Harassment

Some forms of sexual harassment may not meet the definition under Title IX (see paragraph 1, above) but is still prohibited under New Hampshire law.

The District defines other forms of "sexual harassment" as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Unlawful Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

Legal Reference: Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
NH RSA 186:11; 193:38; 193:39; 354-A
NH Code Admin. R. Ed. 303.01(i) and (j)

Adoption Date: October 8, 2020

ACAB

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of school employees because of sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.

A. Harassment

Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, genetic information or disability.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:

a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or
c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Title VII and New Hampshire Law

Under another federal law, Title VII, and under New Hampshire law/regulations, sexual harassment is defined differently. The New Hampshire Commission for Human Rights law states that "[u]nwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

C. Reports and Complaints of Harassment or Sexual Harassment

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Human Rights Officer/Title IX Coordinator. The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints regarding harassment or sexual harassment of employees shall be addressed through the Employee & Third-Party Unlawful Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Legal References: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106 Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)
Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. §2000ff et seq.)
RSA 354-A:7
NH Code Admin. R. Ed. 303.01(i) and (j)

Adopted: October 8, 2020

DRAFT
ROCHESTER SCHOOL BOARD | TLSS COMMITTEE
OCTOBER 15, 2026 | 6:00 PM

SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Erik White, Shauni McGowan, Jerry Gregoire, Kelli Campbell, Lisa Carlberg, Samantha Smith
Committee Members Absent: Samuel Oliver
School Board Members Present: Sue Horne, Anne Grassie, Matt Pappas, Samantha Battis
Student Board Representatives: Rusty Keefe, Josefine Kho
SAU Present: Jared Fulgoni, Dr. Sherri Nichols, Sarah Camus, Shannon Vitas

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Call to Order
Chair Erik White called the meeting to order at 6:00 p.m. Roll call was taken, followed by the Pledge of Allegiance.

Approval of Minutes
Kelli Campbell moved, seconded by Samantha Smith, to approve the minutes of September 17, 2026 TLSS meeting. Motion carried unanimously.

Public Comment
None

Student Services Update
Sarah Camus Director of Student Services gave an overview of the District's Special Education Procedures Plan, including safeguards that protect the rights of students with disabilities and their families.

The manual outlines how the District identifies students who may need services, completes evaluations, and develops Individualized Education Programs (IEPs). It also covers parent involvement, student privacy, staff training, and access to learning materials.

The plan includes ongoing reviews to improve services and support compliance with state and federal requirements.

Director Camus, also provided an update on the PAGS compliance process. The next round of review is expected in November. The District will continue to work with its assigned consultant on identified areas through training and ongoing monitoring.

Other
None

Additional Public Comment
No public comments were offered

Non-Public Session
No nonpublic session was held

Adjournment
Kelli Campbell moved, seconded by Sam Smith, to adjourn the TLSS meeting at 6:12 p.m. Motion carried unanimously.

DRAFT

ROCHESTER SCHOOL BOARD | OPERATIONS COMMITTEE
OCTOBER 1, 2026 | 6:00 PM

SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Anne Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas, Rusty Keefe
Student Board Representative Present: Rusty Keefe
Student Board Representative Absent: Josefine Kho
School Board Members Present: Sam Oliver, Samantha Smith, Shauni McGowan
SAU Administration & Staff Present: Jared Fulgoni, Katy Keough, David Rychlik, Shannon Vitas

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Call to Order
Chair Anne Grassie called the meeting to order at 6:00 PM. A roll call was taken with a quorum present, followed by the Pledge of Allegiance.

Approval of Minutes
Katherine Anderson moved, seconded by Nick Bellows, to approve the minutes of the September 3, 2026 Operations Committee meeting. Motion carried unanimously.

Public Comment
None

Facilities Report
The Committee received an update on the SHS Sports Complex. Phase 1 has two remaining punch-list items involving exterior siding and the coaches' shower. Phase 2 planning is underway and includes replacement of the softball press box, renovation of the locker room, installation of a digital sign, and construction of an ADA-accessible entrance ramp.

Building assessments for Gonic, McClelland and Chamberlain are complete, with additional assessments scheduled for Rochester Middle School, East Rochester, Spaulding High School, and the Creteau Technology Center.

Transportation Report
Nineteen bus routes are currently serving 1,152 students. The Committee discussed concerns that some students arrive with as little as five minutes to eat breakfast. The discussion included transportation schedules, collective bargaining agreement requirements, and the assignment of additional staff duties.

Additional Public Comment
None

Non-Public Session
None

Adjournment Katherine Anderson moved, seconded by Matt Pappas, to adjourn the Operations Committee meeting at 7:19 PM. Motion carried unanimously.

DRAFT
ROCHESTER SCHOOL BOARD
FINANCE COMMITTEE MINUTES

NOVEMBER 5, 2026 | 6:00 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Anne Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas

Student Board Representative Present: Rusty Keefe

School Board Members Present: Sam Oliver, Samantha Smith, Shauni McGowan

SAU Administration & Staff Present: Jared Fulgoni, Katy Keough, David Rychlik, Shannon Vitas

Call to Order
Chair Matt Pappas called the meeting to order at 8:13 PM roll call was taken with a quorum present.

Approval of Minutes
Katherine Anderson moved, seconded by Anne Grassie, to approve the minutes from the October 1, 2026 Finance Committee meeting as corrected. Motion carried unanimously.
**The second on the stipends motion was corrected from "Nick Grassie" to Nick Bellows.*

Public Comment
None

Personnel
Matt Pappas moved, seconded by Nick Bellows, to accept the following retirements:

- Susan Wolfert — HR Administrative Assistant (Dec)

Motion carried unanimously.

Matt Pappas moved, seconded by Nick Bellows, to accept the following resignations:

- Stephanie Fair — Health RMS
- Sandra Blanchette — 2nd Cook/Cashier -ERS

Motion carried unanimously.

Matt Pappas moved, seconded by Katherine Anderson, to accept the following nominations

- Katherine Lindemann — Admin Assistant - CSS
- Hunter Peters — Special Education Teacher - RMS
- Darlene Nadeau — Lunch Monitor - McC
- Mary Folkins — Nurse - Itinerant
- Timothy O'Connor — Health - RMS (OYC)
- Kendall Bliven — McKinney Vento Liason

Motion carried unanimously.

Matt Pappas moved, second by Katherine Anderson, so accept the following stipends:

• Andrew Jackson	Football Varsity (B)
• Sean Hogan	Football Varsity (B) Asst. 1
• Paul Roy	Football Varsity (B) Asst. 2
• Ryan Bernier	Football Freshman (B)
• Ben Gregoire	Football Freshman Asst.
• Brian Hebert	Football Freshman Asst.
• Dean Poland	Soccer, JV (B) Head Coach
• Robert Gee	Soccer, JV (G) Head Coach
• Marcy Francoeur	Unified Soccer Coach
• Mandi Smith	Volleyball MS - Head Coach
• Hannah Jacobs	Volleyball MS - Asst.
• John Arias	Weight Room - Fall
• Alyssa Higbie	Drama Club - Chamberlain
• Victoria Jenkins	Drama Club - Chamberlain

Motion carried unanimously.

Addendum
Matt Pappas moved, seconded by Katherine Anderson, to approve the following nominations:

• Jonathan Steeves	IT Tech
• Aaron Horne	IT Tech

Abstain - Sue Horne
Motion carried.

Updated Job Descriptions
Katy Keough reviewed updated job descriptions for the Benefits Manager, HR Administrative Assistant and SAU Receptionist. The updates reflect current duties and do not add positions or compensation.

Katherine Anderson moved, seconded by Sam Battis to approve the updated job descriptions for the Benefits Manager, HR Administrative Assistant and SAU Receptionist.

Motion carried unanimously.

Vacancy Report
The vacancy report identified that some special education vacancies are covered by contracted providers. Listed vacancy salaries do not represent available savings because contracted services also carry costs. HR agreed to work with Sarah Camus to identify which listed vacancies are covered by contractors.

Finance Report
David Rychlik reviewed the financial report for the period ending October 30, 2026. Approximately 46.5% of the General Fund budget has been spent or committed, compared with 43.9% at the same point last year.

Revenue collections were about 39% of the annual estimate. The District has 20 open federal grants, with many in the closeout process.

The school lunch fund's year-to-date deficit is approximately $180,000. David will review revenue and expenses with SFE after the remaining bills are processed.

The Committee requested a Medicaid update at the next Finance meeting, including claims submitted, paid, denied, adjusted and outstanding.

Donation
Nick Bellows moved, seconded by Katherine Anderson, to accept a $600 donation for Rochester Middle School meal debt.

Motion carried unanimously.

Other
The Superintendent briefed the committee on the need for an in house paralegal for additional legal support. A paralegal job description will be presented to the full board for consideration.

Nick Bellows, Chair of the AI/Screen Time Advisory Committee requested funds for presenters and professional development and conferences for his committee.

Katherine Anderson moved, seconded by Anne Grassie, to approve funds for the AI/Screen Time Advisory Committee to use for PD not to exceed $4000.00.

Motion carried unanimously.

Additional Public Comment
None

Non-Public Session
None

Adjournment
Katherine Anderson moved, seconded by Anne Grassie, to adjourn the Finance meeting at 8:56 PM.
Motion carried unanimously.

JOB TITLE: Benefits Manager
REPORTS TO: Director of Human Resources
LOCATION: Central Office | Human Resources Department
POSITION: Non-Union

JOB DESCRIPTION:
The Benefits Coordinator will administer, coordinate, and support employee and retiree benefit programs, including enrollment, ongoing coverage administration, retirement system coordination, financial reconciliation, vendor relations, compliance, and employee and retiree support ensuring accurate and timely delivery of benefits and related services.

KEY RESPONSIBILITIES:

- Reviews, audits, reconciles, and processes invoices for active employee and retiree benefits, including medical, dental, vision, life and disability insurance, annuities, flexible spending accounts, retirement-related benefits, and other fringe benefits.
- Verifies billing accuracy and resolves discrepancies with providers and the business office.
- Monitors and reconciles benefit deductions, premiums, employer contributions, and account balances. Investigates discrepancies with payroll, accounting, and benefit providers.
- Assists with FMLA coordination as it relates to employee benefits, including explaining available benefits during leave and coordinating applicable benefit claims and processes.
- Works with the staff member responsible for FMLA paperwork, payroll, and benefit providers to support coverage and resolve benefit-related issues.
- Coordinates benefits onboarding for new and newly eligible employees by explaining options and eligibility, providing enrollment materials, processing elections, submitting information to providers, and coordinating effective dates and payroll deductions.
- Coordinates annual open enrollment for employees and retirees, including distributing materials, communicating options and deadlines, processing elections and coverage changes, and working with providers and internal departments to ensure accurate implementation.
- Coordinates benefit-related changes with payroll and accounting, including changes in employment status, eligibility, dependents, coverage, and qualifying life events. Ensures

changes affecting deductions, contributions, or premiums are processed accurately and promptly.

- Coordinates NHRS enrollment for eligible employees and assists with monthly reporting and related documentation. Prepares and submits required termination and retirement documents to support completion of NHRS retirement processing.
- Administers retiree benefits, including open enrollment communications, election and coverage changes, and provider coordination. Reconciles monthly retiree premiums paid through NHRS or direct billing and resolves related discrepancies.
- Serves as the primary point of contact and liaison between the District, active employees, retirees, and benefit providers for enrollment, coverage, billing, claims-related, and other benefit issues. Researches concerns and coordinates with providers, billing vendors, and District staff to facilitate timely resolution.
- Supports consistent administration of benefit policies and eligibility requirements. Prepares educational materials and coordinates workshops and other opportunities to inform employees about benefit programs, to include but not limited to; Monthly EAP seminars, Monthly HR newsletter, and wellness program.
- Researches and evaluates benefit programs, plan options, and costs. Provides information and analysis to support budgeting, program review, and cost-effective benefit decisions.
- Maintains knowledge of applicable laws, regulations, plan requirements, and industry developments. Coordinates updates to benefit practices, procedures, and communications as needed.
- Provides backup support for Payroll, including processing assistance, review of payroll information, reconciliation, and related duties as needed.
- Maintains professional knowledge through training, professional development, and independent study related to benefits, regulations, insurance programs, and retirement processes.
- Maintains accurate, confidential employee and retiree benefit records, enrollment documents, coverage information, billing records, and related correspondence in accordance with District procedures and applicable requirements.
- Performs other such duties as may reasonably be assigned by the Director.

QUALIFICATIONS:

- High school diploma and 5-10 years of experience in accounting and/or Human Resources/benefits. Human Resources degree preferred.
- Strong written and verbal communication and customer service skills.
- Training or experience with standard office equipment and business correspondence.
- Ability to work independently, exercise sound judgment,maintain confidentiality, and manage competing priorities.
- Proficiency with both Microsoft Office and Google applications.

- Ability to interpret benefit information, maintain accurate records, and coordinate effectively with employees, retirees, vendors, and internal departments.
- Other qualifications may be deemed essential for success performance in the position.

FUNDING: General Fund

ADOPTED: 8/12/1999 - School Board Meeting
Amended: 5/9/2013 - School Board Meeting

REVISED 04/17/2025

JOB TITLE: Human Resources Administrative Assistant
REPORTS TO: Director of Human Resources
LOCATION: Central Office | Human Resources Department
POSITION: Administrative Assistant

JOB DESCRIPTION:
The Human Resources Administrative Assistant provides administrative support to the Human Resources Department, assisting with FMLA leave, ADA documentation, hiring, fingerprinting, and confidential personnel records. The role also supports employee training, recertification, and professional development tracking; maintains accident and incident reports in Primex; produces the monthly HR newsletter; coordinates the Employee of the Month program; and performs general office duties.

SKILLS AND KNOWLEDGE:

- Facilitates the Family and Medical Leave Act (FMLA) process for district employees, including coordinating required paperwork, tracking leave documentation, and assisting employees with the leave process.
- Assists the Director of Human Resources with collecting and coordinating Americans with Disabilities Act (ADA) documentation to support workplace accommodations for district employees.
- Creates and distributes the monthly Human Resources Newsletter to communicate important information, updates, programs, and events to district employees.
- Coordinates and facilitates the district's Employee of the Month Recognition Program, including managing nominations and assisting with employee recognition and announcements.
- Assists with hiring procedures, including coordinating application materials, supporting hiring processes, and communicating with administrators and applicants as needed.
- Assists with maintaining accurate personnel records and professional development files for district employees.
- Performs general office duties, including answering inquiries, preparing correspondence, organizing documents, maintaining records, and providing administrative support to the Human Resources Department.
- Assists with fingerprinting procedures for new employees and volunteers as needed.

- Enters and maintains employee accident and incident reports in the Primex reporting system.
- Sets up new employees in the district's training database.
- Assists district employees with recertification requirements and the recording and tracking of professional development hours.
- Performs other related duties as assigned in support of the Human Resources Department and the Rochester School District.
- Coordinations Mandated Training such as Vector at the start of the school year and for new hires
- Any other tasks assigned by the Director of Human Resources or their designee

QUALIFICATIONS:

Required

- High school diploma or equivalent.
- Strong organizational skills, attention to detail, and ability to maintain accurate records.
- Effective written and verbal communication skills and a courteous, service-oriented approach.
- Ability to handle confidential employee information with discretion and professionalism.
- Working knowledge of Microsoft Office and/or Google Workspace, including documents, spreadsheets, email, and calendars.
- Ability to prioritize tasks, meet deadlines, and work independently and collaboratively.
- Willingness to learn district procedures, HR systems, and documentation requirements related to employee leave, accommodations, hiring, and professional development.

Preferred

- Previous office, clerical, customer service, or administrative experience, including internships or volunteer work.
- Coursework or an associate degree in human resources, business administration, or a related field.
- Experience working in a school district or handling confidential records.
- Familiarity with database entry, newsletter preparation, or employee communications.

FUNDING: General Fund

REVISED 11/01/2026
ADOPTED

JOB TITLE: Receptionist
REPORTS TO: Director of Human Resources
LOCATION: Central Office
POSITION: Administrative Assistant

JOB DESCRIPTION:

The Receptionist provides administrative, clerical, and customer service support to the Human Resources Department and SAU office. This position serves as the first point of contact for visitors, staff, families, and vendors while assisting with HR processes, employee onboarding, office operations, communications, and general administrative support. The ideal candidate is highly organized, detail-oriented, professional, and able to manage multiple priorities in a fast-paced environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Reception and Customer Service

- Answer and direct incoming telephone calls.
- Check voicemail messages and distribute information to appropriate personnel.
- Greet and assist visitors, families, vendors, and staff in a professional and welcoming manner.
- Assist parents with online student enrollment and photocopy documents as needed.

Mail and Office Operations

- Open, sort, and distribute incoming mail, including certified mail.
- Maintain logs of certified mail receipts.
- Monitor postage machine funds and coordinate replenishment as needed.
- Deliver mail to the Post Office as needed and order postal supplies.
- Maintain and troubleshoot office equipment, including copiers and fax machines.
- Create posters and laminate materials for department and district use.
- Enter maintenance and information technology service requests.

Human Resources Administration

- Process new hire documentation and distribute employee files to Payroll and Benefits departments.
- Copy and organize employment documents according to established checklists.
- Maintain and update new hire tracking spreadsheets.

- Enroll eligible employees in medical, dental, and retirement benefit programs.
- Send teacher contracts through Frontline and maintain related records.
- Assist with HR projects and departmental initiatives as assigned.
- Attend weekly Human Resources staff meetings.

Communication and Records Management

- Create, maintain, and distribute the SAU master staff list.
- Assist with preparing and distributing the monthly Human Resources newsletter.
- Coordinate and schedule monthly Employee Assistance Program (EAP) meetings.
- Manage the Board Room calendar and maintain weekly meeting schedules.
- Schedule volunteers and substitute personnel using Google Calendar and adjust schedules as needed.

Facilities and Workplace Support

- Update office bulletin boards on a quarterly basis.
- Maintain the cleanliness and organization of the staff kitchen.
- Coordinate bi-monthly refrigerator cleanouts and support a clean, safe workplace environment.

Other:

- Performs other such duties as may reasonably be assigned by the Director of Human Resources.

QUALIFICATIONS:

- High school diploma or equivalent required; associate degree preferred.
- Previous administrative, office support, or human resources experience preferred.
- Experience working in a school district, municipal office, or public-sector environment is desirable.
- Strong customer service and interpersonal skills.
- Excellent verbal and written communication abilities.
- Proficiency with Google, Microsoft Office Suite, Outlook, spreadsheets, & database systems.
- Ability to maintain confidentiality and handle sensitive information appropriately.
- Strong organizational skills with attention to detail and accuracy.
- Ability to prioritize tasks and manage multiple responsibilities simultaneously.
- Ability to work independently and collaboratively as part of a team.
- Familiarity with Frontline, employee benefits systems, and office equipment is preferred

JOB TYPE: Salary and other terms and conditions of employment shall be governed by negotiated contract and non union agreement.

FUNDING: General Fund

ADOPTED:

DRAFT

ROCHESTER SCHOOL BOARD
UNIVERSAL MEALS ADVISORY COMMITTEE

NOVEMBER 2, 2026 | 6:00 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Sam Oliver, Jerry Gregoire, Sue Horne, Caroline Allen, Dustin Gray, Sarah Gentile

School Board Members Present: Erik White

Student Board Representatives:

Committee Members Absent:

SAU Present: Jared Fulgoni, Shannon Vitas

Call to Order
Sam Oliver called the Universal Meals Advisory Committee meeting to order at 6:00 PM.

Public Comment
None

Review of Committee Purpose and Charge
The committee discussed ways to provide breakfast and lunch to students without charge. Members considered local funding, state legislation, and community partnerships. The chair set a target of the first Monday in February for an initial recommendation to the School Board so that costs could be considered during budget development.

Committee Organization
Sam Oliver moved, seconded by Jerry Gregoire to appoint Sue Horne, Caroline Allen, Dustin Gray, Sarah Gentile to the Universal Meal Sub Committee. Motion carried unanimously.

Sam Oliver was named Chair and Sue Horne was named Vice Chair. The Chair will work together with the SAU to prepare and distribute agendas, with a goal of providing them one week before each meeting. Minutes will be brought to the next meeting for approval. Public comment will be offered at the beginning and reopened at the end of the meeting.

Discussion and Priorities
Members reviewed meal charging practices and discussed differences between written policy and current practice. The Superintendent clarified that students continue to receive a full reimbursable meal when they lack funds. Members distinguished these meals from extra food and à la carte purchases. No-cost breakfast is currently offered at the elementary level.

Priorities include determining program costs, reviewing meal debt, increasing meal benefit applications, and considering steps such as expanding no-cost breakfast or covering reduced-price meal charges. Members also discussed staffing, kitchen and cafeteria capacity, food waste, community partnerships, taxpayer impact, and protecting existing funding.

Work Plan
The Committee with the help of David Rychlik, will review current meal costs and estimates for expanded access, including providing no-cost meals, covering reduced-price meal charges, and expanding breakfast to the middle and high schools. Members also requested information on meal debt. Riona Corr, Deputy Director of NH Hunger Solutions offered to share recommendations, potential next steps, and legislative updates. The committee will review the cost information before developing a proposal for the City Council.

Presentation and Discussion
Riona Corr, Deputy Director of NH Hunger Solutions,informed the committee on the Community Eligibility Provision, meal reimbursement, and concerns about how universal meals could affect funding tied to free and reduced-price meal data. She recommended a phased approach supported by reliable cost estimates.

Ms. Corr discussed outreach to increase meal benefit and SNAP applications, possible partnerships with the NH Food Bank, and proposed legislation related to meal eligibility, Medicaid direct certification, and protecting school funding.

Other
The Committee emphasized the need for clear cost information and an organized proposal before approaching the City Council.

Adjournment
The Universal Meals Advisory sub committee meeting adjourned at 7:25 PM.

ROCHESTER SCHOOL BOARD
AI/SCREEN TIME ADVISORY COMMITTEE MINUTES

OCTOBER 21, 2026 | 3:30 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Nick Bellows, Lisa Carlberg, Jillian Pierce, Maegan Jerr, Cara McNevich, Aaron Horne, Jon Pyrich, Erin Saucier, Robert Moore
Committee Members Absent: Dustin Gray
SAU Present: Jared Fulgoni, Dr. Sherri Nichols, Shannon Vitas

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Call to Order
Nick Bellows called the meeting to order at 3:35 PM, followed by committee introductions.

Review of Committee Purpose and Charge
The committee's role will be to study AI and student screen time and recommend possible policy changes to the School Board. The proposed deadline to allow for Board review and staff planning is tentatively set for March 11, 2027.

Committee Organization
Nick Bellows was nominated as committee chair and Lisa Carlberg was nominated as committee vice chair.

Meeting Procedures and Expectations
The chair reviewed meeting procedures and reminded members to avoid group email discussions of committee business. Materials for the full committee should be routed through the chair and Central Office.

Discussion and Priorities
Members identified topics for further study:

- Appropriate AI use, original student work, and skills needed for college and careers.
- The amount and purpose of student screen time and its effects on learning and health.
- Student safety, data privacy, and responsible technology use.
- Age-appropriate expectations, classroom support, and consistent practices.

Work Plan
The committee reviewed a plan to examine current practices, identify key questions, gather information, and develop recommendations. Members discussed allowing more time where needed and including current instructional guidance.

Members were asked to email the chair up to two priority questions by October 28, 2026, along with the information needed to answer them. The chair will work with the superintendent to gather existing policies, procedures, guidance, and available data for review.

Future Meeting Schedule
The committee will meet next on November 4, 2026 at 5:00 PM in the first floor SAU Boardroom. The remainder of the meetings are scheduled as follows:

- November 18, 2026
- December 2, 2026
- December 16, 2026

Public Comment
There was no public comment

Other
Members discussed seeking Board funding for guest speakers, conferences, and other resources. The chair and superintendent will review possible costs. Members also discussed the importance of student input and policies students can understand.

Adjournment
The AI/Screen Time Advisory sub committee adjourned at 5:00 PM.

ROCHESTER SCHOOL BOARD
AI/SCREEN TIME ADVISORY COMMITTEE MINUTES

NOVEMBER 4, 2026 | 5:00 PM
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET, JAMES W. FOLEY COMMUNITY CENTER

Committee Members Present: Nick Bellows, Lisa Carlberg, Jillian Pierce, Cara McNevich, Aaron Horne, Jon Pyrich, Erin Saucier, Robert Moore, Dustin Gray

Committee Members Absent: Maegan Jerr

Student Representative: Ella Feeney

SAU Present: Jared Fulgoni, Shannon Vitas

Call to Order
Chair Nick Bellows called the meeting to order at 5:00 PM followed by a roll call.

Approval of Minutes
Nick Bellows moved, seconded by Lisa Carlberg, to approve the minutes from the October 21, 2026 AI/Screen Time Advisory Committee meeting. Motion approved unanimously.

Public Comment
There was no public comment

Committee Purpose and November Work-Plan Objectives
The work of the committee will be to make recommendations to the School Board. The Board then will decide which policies to adopt and/or revise, if any. District staff will be responsible for implementing any changes.

District Technology and Screen-Time Inventory
Members reviewed the current policies, device agreements, and student handbooks.

Policy EHA explains how students and staff may use district technology and gives the district authority to monitor its use.

Members asked how that monitoring works when a student takes a Chromebook home.
Members reviewed Policy EHAB, which covers data privacy and security.

The committee discussed school approved apps and how the district checks that student information is protected, the differences between cell phone Policy JICJ and the use of school devices for classwork. Spaulding High School's guidance on AI and original work and why handbook language differs among schools serving similar grades and whether current policies address bullying involving AI-generated material.

Committee Member Questions
Classroom screen use: What does a typical school day look like at each grade level. They discussed the difference between a teacher showing something to the whole class, a student working at a learning station, and each student using a device.

Members discussed whether digital tools help students build reading, writing, and thinking skills. They asked what students might otherwise be doing during that time, such as working with classmates or completing a hands-on task.

AI use: Teach students to learn to use AI responsibly and how teachers can tell whether work is a student's own. They also raised questions about expectations for staff who use AI and whether those expectations are addressed in handbooks, contracts, or evaluations.

Devices at home: The differences between assigned school activities and which activities students choose during their free time, what the district's filters block off campus, how staff learn about inappropriate use, and what rules apply when students bring their own devices.

Identification of Information Needs
The committee discussed if the district can show how students use school programs and how those programs support learning, whether built-in reports show how often students use each program and for how long, how student outcomes compare now versus prior to the pandemic, the district's list of apps with the state's list of student data privacy agreements and gathering parent feedback.

Next steps
Organize the committee questions and meet with the superintendent to determine what information the district can provide and share the question list with members so they can decide which questions need further research.

Public Comment
None

Other
Members were invited to attend The Christa McAuliffe Technology Conference in December.

Ella Feeney, student representative shared plans to attend an AI focus group and bring student perspectives to the next meeting.

Adjournment
Nick Bellows adjourned the AI/Screen Time Committee meeting at 6:30 PM.

Proposed Written Charge

AI and Screen-Time Advisory Committee

Appointing body: Rochester School Board
Board liaisons: Nick Bellows and Lisa Kerrigan Carlberg
Established: October 8, 2026
Proposed term: October 2026 through April 2027, subject to Board approval

1. Purpose and assignment

The AI and Screen-Time Advisory Committee is charged with studying issues related to generative artificial intelligence (AI) and student screen use in the Rochester School District and developing written recommendations for the School Board's consideration.

The committee's work shall focus on identifying the policy questions the district needs to address, examining relevant research and evidence, considering the district's educational needs and context, and recommending appropriate policy language or policy revisions where warranted.

The committee shall consider two distinct areas of study:

A. Generative Artificial Intelligence

- Appropriate and inappropriate uses of generative AI by students and, where relevant, staff.
- Academic integrity, student learning, privacy, safety, and other considerations that may warrant Board policy.
- Developmentally appropriate expectations and guidance for student use of AI.
- The distinction between student and staff uses of AI and the policy implications of each.

B. Student Screen Use

- Developmentally appropriate screen use across grade levels and educational settings.
- Research concerning the relationship between screen use, learning, student development, and well-being.
- The educational purposes and limitations of screen-based instruction and opportunities for alternative approaches.
- District policy questions concerning student screen use, including the appropriate balance between Board policy and administrative and instructional decisions.

These topics establish areas for investigation, not predetermined conclusions or policy positions. The committee may refine its questions as its work proceeds, provided it remains within the Board's assignment.

2. Scope and authority

The committee shall advise the School Board and make recommendations. It shall not adopt district policy, direct district operations, or independently establish requirements for students or staff.

The committee shall distinguish between matters appropriately addressed through Board policy and matters better addressed through administrative procedures, instructional practice, professional judgment, or other administrative decisions.

Questions requiring administrative expertise or implementation planning should be identified and referred to the Superintendent through the established Board-administration relationship.

The School Board retains final authority over policy decisions and any changes to the committee's assignment.

3. Work products and reporting

The committee shall provide the School Board with:

1. A brief summary of the principal questions investigated, relevant evidence considered, and existing district practices or policies reviewed.
2. Written recommendations concerning whether new or revised Board policies are warranted, including proposed policy language where appropriate.
3. An explanation of the rationale for recommendations, significant evidence limitations, and material areas of agreement or disagreement.
4. Identification of related matters that fall primarily within the Superintendent's administrative responsibilities rather than Board policy.

The committee may provide interim progress reports to the Board as appropriate. Its final recommendations shall be submitted to the Board no later than March 11, 2027, unless the Board approves a revised timeline.

4. Membership and term of service

Membership shall consist of the individuals appointed or approved through the Board's established process, including the designated Board liaisons, staff representatives, and parent, community, and student representation as approved.

The final roster shall be maintained with the committee's records.

Members are appointed to serve for the duration of the assignment, subject to the Board's authority to modify membership, revise the assignment, or dissolve the committee.

5. Resources and staff support

The committee may review existing district policies, administrative procedures, relevant district information, and research or guidance from appropriate educational, governmental, and professional sources.

The Superintendent or designee shall identify appropriate staff support and assist the committee in obtaining relevant information, subject to available resources and district procedures.

Requests for staff work, data, or additional resources shall be coordinated through the Superintendent or designee. The committee shall not direct individual employees or undertake independent operational investigations.

6. Relationship to the Board and administration

The committee shall report to the School Board as a whole. The designated Board liaisons shall help maintain communication between the committee and the Board, clarify the committee's assignment when necessary, and bring questions requiring Board direction to the appropriate forum.

The Board liaisons do not independently speak for the Board or authorize changes to the committee's assignment.

The Superintendent and designated staff shall provide information and administrative perspective as appropriate. The committee's role is advisory; administrative authority remains with the Superintendent and district administration.

Committee meetings shall be conducted in accordance with applicable law, Board policy, and district procedures governing public notice, public participation, records, and meeting documentation.

7. Timeline and dissolution

The committee shall begin its work in October 2026, provide interim progress information to the Board as appropriate, and submit its final recommendations by March 11, 2027, unless otherwise directed by the Board.

The committee's anticipated dissolution date shall be April 8, 2027, following submission and presentation of its final recommendations, subject to Board action. The Board retains sole authority to dissolve the committee and may revise its assignment or term at any time.

Upon completion of the assignment, the committee shall be dissolved promptly unless the Board provides a new written assignment.

Board action requested

The School Board is asked to approve this written charge, confirm the final membership and term of service, identify the resources and staff support to be provided, and establish the reporting and dissolution dates in accordance with Policy BDF.