

DEERFIELD SCHOOL BOARD
DEERFIELD COMMUNITY SCHOOL – LIBRARY - 66 NORTH ROAD
DEERFIELD, NEW HAMPSHIRE
WEDNESDAY, SEPTEMBER 16, 2026 ~ 6:00 PM

Google Meet joining info

Video call link: <https://meet.google.com/sdi-sfus-wse>

Or dial: (US) +1 530-494-9303 PIN: 387 711 743#

More phone numbers: <https://tel.meet/sdi-sfus-wse?pin=3359107878383>

AGENDA

1. Call to Order – Mr. Cataño, Chair
2. Pledge of Allegiance
3. Board Norms - *Work together and be collaborative. Assume good intentions. Be present and prepared for the meeting. Challenge the issue, not the person. Be respectful.*
4. Minutes –August 19, 2026; September 2, 2026
5. Public Comments
6. Board Discussion Regarding Public Comments
7. Agenda Review
8. Review of Correspondence
9. Immediate Business
 - A. Strategic Planning
 - B. NHSBA Resolutions
 - C. Legislative Review
10. Informational Items
11. Consent Agenda
12. Policy – Page 2
13. Public Comments
14. Board Discussion Regarding Public Comments
15. Agenda Items for Next Meeting
16. Non-Public Session - *NH RSA 91-A:3, II* –
17. Adjournment

Next Deerfield School Board Meeting: ~ Wednesday, October 7, 2026 ~ 6:00 P.M. ~ Deerfield Community School
Executive Board Meeting ~ Wednesday, September 23, 2026 ~ 5:30 P.M. ~ SAU 53 Conference Room
Full Board Meeting ~ October 14, 2026 ~ 6:00 P.M.~ Pembroke Academy Library

(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. (b) The hiring of any person as a public employee. (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the board. (d) Consideration of the acquisition, sale, or lease of real or personal property. (e) Consideration or negotiation of pending claims (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions. (j) Consideration of confidential, commercial, or financial information. (k) Consideration by a school board of entering into a student or pupil tuition contract. (l) Consideration of legal advice provided by legal counsel. (m) Consideration of whether to disclose minutes of a nonpublic session.

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Policy

JLCD – Administering Medication to Students

JLIA – Supervision of Students

KFA – Conduct on School Property

(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. (b) The hiring of any person as a public employee. (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the board. (d) Consideration of the acquisition, sale, or lease of real or personal property. (e) Consideration or negotiation of pending claims (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions. (j) Consideration of confidential, commercial, or financial information. (k) Consideration by a school board of entering into a student or pupil tuition contract. (l) Consideration of legal advice provided by legal counsel. (m) Consideration of whether to disclose minutes of a nonpublic session.

DEERFIELD SCHOOL BOARD
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DEERFIELD, NEW HAMPSHIRE
WEDNESDAY, AUGUST 19, 2026 ~ 6:00 PM

Members: Kanon Catano; Chair, Angela Sullivan, Nancy Shute, Missy Perron, Ed Cross, Supt. Jess Bickford. Principal Kristen Withee, Asst. Principal Brian Grieve, Recording Secretary Trish Lafond

1. Call to Order – Mr. Cataño, Chair
Chair Catano called the meeting to order at 6 pm.
2. Pledge of Allegiance
Chair Catano led those present in the Pledge of Allegiance.
3. Board Norms - *Work together and be collaborative. Assume good intentions. Be present and prepared for the meeting. Challenge the issue, not the person. Be respectful.*
4. Minutes – August 5, 2026
Tabled until the next meeting.
5. Public Comments
None
6. Board Discussion Regarding Public Comments
None
7. Agenda Review
Add nonpublic session under letters c, j, and l.
8. Review of Correspondence
9. Immediate Business

A. Transportation -Ms. Crawn

DCS bus routes have been figured with both six and seven buses. DCS will start the school year with six buses. Changes will be made if a seventh bus driver becomes available. STA-Dail Transportation does not have to return for approval from the school board for changes as long as notification is sent to Supt. Bickford. STA-Dail Transportation will be at the Back-to School Barbecue to try and recruit more drivers. Coe-Brown Academy started school today and everything went smoothly.

A motion was made by Kanon Catano, seconded by Missy Perron, to approve the bus routes as presented by STA-Dail Transportation.

**ALL IN FAVOR
MOTION CARRIED**

B. School Board Goals-

Chair Catano gave the board members a copy of the edited school board goals with changes in language.

Ms. Shute felt there is a piece missing will change and back concerning student academic excellence.

Chair Catano will add language back that was removed or changed.

A motion was made by Angela Sullivan, seconded by Kanon Catano, to approve the 2026-2027 school board with edits.

**ALL IN FAVOR
MOTION CARRIED**

C. Handbook-Brian Grieve

Mr. Grieve said the middle school staff would like to change ASIP expectations. They would like to change the number of ASIPs from 10 to 8 before a student loses end of year privileges.

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Chair Catano asked about dress code expectations. He said it leaves a lot of discretion to the families and can be distracting.

A motion was made by Kanon Catano, seconded by Angela Sullivan, to approve the Student Handbook as presented.

**ALL IN FAVOR
MOTION CARRIED**

- D. Open House/ Back to School Barbecue
This event will be held Monday, August 24, 2026.
Board members are asked to bring coolers, grilling tools, propane and ice.
Principal Withee gave a shout-out to John Laayton, IT, who helped unload 100 boxes of food with Food Director Gayle D'Antoni this morning.
- E. Climate and Culture
Mostly positive results. Ways to improve participation by both staff and families will be addressed.
Families would like to hear positive feedback as well as disciplinary issues.
Administration will keep the board informed of staff successes so they can be acknowledged.
- F. Student Performance
Supt. Bickford gave a handout to board members with a website they can access to see district student progress. I-Ready is a better platform to see what is happening in classroom instruction.
Student testing goes to the state. I-Ready is internal.
- G. Superintendent Evaluation
Specific details will be discussed in nonpublic session.
- H. SAU Services
Supt. Bickford provided a list of services the SAU supplies to the five districts.
Duties of the Superintendent were also listed.
This information is useful for the school board and the SAU Committee.

10. Board Reports

- PTO Update
Will assist with the barbecue on August 24th
Providing breakfast for staff on Monday, August 24th.
- Curriculum Review Board -no meeting until October
- Executive Board Update
Ms. Shute said they received a calendar for budget season.
They talked about the legislation that the school board discussed at the last meeting.
- Principals Report – Ms. Withee
Principal Withee updated what she reported at the last meeting including working with middle school staff on ASIP expectations. Middle school staff are working hard to create a separate identity for the middle school.
A new administrative assistant has been hired.
The summer maintenance crew finished up and did a fantastic job!
Tech Lit. for middle school is out in the modular allowing the library to be opened up and spread out.
Mr. Grieve reviewed the rotating A-F schedule students follow.
- Superintendent Report – Ms. Bickford
The SAU is busy hiring and getting ready for budget season.
- Facilities Committee
Mr. Ross has created a list of items to be considered including HVAC, elevators, window blinds and security window coating.
- SAU Committee

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6 members to date. A last call will be put out and they will get to work.

- High School Committee

Need to review current contracts. They are looking at long term contracts with the three current high schools.

A motion was made by Ed Cross, seconded by Angela Sullivan, to give permission for Supt. Bickford to reach out to the superintendents of the high schools to explore long term contracts.

**ALL IN FAVOR
MOTION CARRIED**

10. Informational Items

None

11. Consent Agenda

None

12. Policy – Page 2

A motion was made by Ed Cross, seconded by Kanon Catano, to approve all three policies as written.

**ALL IN FAVOR
MOTION CARRIED**

13. Public Comments

None

14. Board Discussion Regarding Public Comments

None

15. Agenda Items for Next Meeting

Board Repots

High School contracts

A motion was made by Kanon Catano, seconded by Angela Sullivan, to enter nonpublic session at 7:15 pm.

ROLL CALL-

Kanon Catano-YES Angela Sullivan-YES Nancy Shute-YES Missy Perron-YES Ed Cross-YES

**ALL IN FAVOR
MOTION CARRIED**

17. Non-Public Session - NH RSA 91-A:3, II –

18. Adjournment

Next Deerfield School Board Meeting: ~ Wednesday, September 2, 2026 ~ 6:00 P.M. Deerfield Community School

Policy

- JICK – Bullying Prevention- Pupil Safety and Violence Prevention
- DFA - Investment
- DIA – Fund Balance

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WEDNESDAY, SEPTEMBER 2, 2026 ~ 6:00 PM

1. Call to Order – Mr. Cataño, Chair
Chair Catano called the meeting to order at 6 pm.
2. Pledge of Allegiance
Chair Catano led those present in the Pledge of Allegiance.
3. Board Norms - *Work together and be collaborative. Assume good intentions. Be present and prepared for the meeting. Challenge the issue, not the person. Be respectful.*
4. Minutes – August 5, 2026
Ms. Perron had a couple of grammatical corrections and a sentence she wanted added to the minutes.

A motion was made by Kanon Catano, seconded by Angela Sullivan, to approve the minutes with corrections and sentence added.

**ALL IN FAVOR
MOTION CARRIED**

5. Public Comments
Music teacher Michael Truong asked if anyone has contact information for the Inn at Deerfield. They would like to bring students there in December to perform for the residents.
6. Board Discussion Regarding Public Comments
Ms. Perron thinks the idea of students performing at the Inn at Deerfield is wonderful and the rest of the board agreed.
7. Agenda Review
Add nonpublic session under letters d and j.
8. Review of Correspondence
An email was received about recent meeting not being posted on the website. Principal Withee will make sure all meetings are posted.
9. Immediate Business
 - A. Legislative Review
Supt. Bickford discussed some upcoming legislature that will become law and the board will have to create or update policies. They include no trespass orders and non-school personnel not interviewing students without written permission from parents.
Ms. Shute asked about changes with homeschool students. Ms. Bickford said parents no longer need to notify the SAU that they are homeschooling their children. The SAU must still notify the state when a student is withdrawn.
 - B. Budget Season Review
Chair Catano would like to have a warrant article on the ballot for the HVAC system replacement.
Supt. Bickford said fiscal year 25-26 should be closed by mid-September.
Chair Catano asked for a budget balance to be reviewed at the first meeting of each month.
Ms. Shute said that lines that were over or under last year could not have been predicted.
 - C. Transportation Update
The school year is off to a good start.
Supt. Bickford recommended overloading high school buses because the numbers fluctuate so much during sport seasons. Students may have to sit 3 to a seat on the rare occasion.

A motion was made by Kanon Catano, seconded by Angela Sullivan, to approve for students on the wait list for the Coe-Brown bus be allowed to ride the bus now.

**ALL IN FAVOR
MOTION CARRIED**

A motion was made by Kanon Catano, seconded by Missy Perron, to allow Supt. Bickford to approve changes to the bus routes as needed.

**ALL IN FAVOR
MOTION CARRIED**

10. Board Reports

- PTO Update -None
- Curriculum Review Board – no meeting
- Executive Board Update – no meeting
- Principals Report – Ms. Withee

Principal Withee reported on the happenings at DCS from 8-20-26 through 9-2-26 including the Back-to-School Barbecue which was a great success and well attended, a fire drill was held, sports have started, and A middle school parent information night will be held on 9-9-26.

- Superintendent Report – Ms. Bickford
- Facilities Committee

Mr. Ross reported on repairs that have been completed including the boiler ignitor and water fountain. The fire alarm system had a couple of repairs and the decks to the modulars are being repaired. Water filters have been changed.

The traffic signals on Rt. 107 have been programmed properly by Mr. Ross and John Layton.

- SAU Committee

The committee has 10 members and will meet soon to begin work.

- High School Committee

11. Informational Items

A new sound system is still being researched.

12. Consent Agenda -None

13. Policy – Page 2

Language from new legislation needs to be added.

14. Public Comments-None

15. Board Discussion Regarding Public Comments-None

16. Agenda Items for Next Meeting

Strategic planning.

**A motion was made by Kanon Catano, seconded by Angela Sullivan, to enter nonpublic session at 6:50 pm.
ROLL CALL-**

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Kanon Catano-YES Angela Sullivan-YES Nancy Shute-YES Missy Perron-YES
ALL IN FAVOR
MOTION CARRIED

17. Non-Public Session - *NH RSA 91-A:3, II – d, j*
18. Adjournment

Next Deerfield School Board Meeting: ~ Wednesday, September 16, 2026 ~ 6:00 P.M. Deerfield Community School
Executive Board Meeting ~ September 9, 2026 ~ 5:30 P.M.~ SAU Conference Room

Policy

JLCD – Administering Medication to Students
JLIA – Supervision of Students
KFA – Conduct on School Property



New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Matt Pappas, President, Rochester
Ege Cordell, First Vice President, Chesterfield
James Noyes, Second Vice President, Bethlehem
Holly Kennedy, Immediate Past-President, Hinsdale

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Proposed Resolution #1

Submitted By: Governor Wentworth School Board

Proposed Resolution:

Establish a new Policy III:B that states: NHSBA supports school districts' ability to join and govern governmental pooled risk management programs, commonly called "risk pools." Further, NHSBA supports multiple forms of risk pools to be permitted to exist, including, but not limited to, assessable and nonassessable risk pools. NHSBA also supports the reasonable regulation of risk pools and for those regulations to promote and ensure risk pools' solvency, which creates stability for risk pool members and their employees.

Rationale:

We believe NHSBA should have a clear established position on governmental pooled risk management program. We also believe the position should support multiple forms of risk pools existing and reasonable regulations of the pools.

NHSBA Board of Directors Recommendation: Not support. Recent legislation and related matters concerning New Hampshire's pooled-risk programs, specifically as it relates to health insurance, are important matters to school boards. However, the Board of Directors believes that the proposal is too specific and does not necessarily relate to school board governance matters. Additionally, NHSBA has not taken a position on such legislation the last two years, believing that the issues at hand do not relate to NHSBA's vision and mission statements.

Proposed Resolution #2

Submitted By: Dover School Board

Proposed Resolution:

NHSBA opposes any legislation that enacts a statewide school budget cap.

Rationale:

NH operates on a long, cherished tradition of local control. Recent legislative attempts to enact a statewide mandated school budget cap threaten that local control, locking every district into a one-size-fits-all restriction that provides no flexibility for unique community needs. Local residents already have the ability to enact a budget cap in their own communities - voted on by the people who would be directly affected by that decision. Many essential education costs - disability services, transportation and health insurance to name just a few - often rise faster than inflation. School board members and administrators are best suited to know and address the needs of their local communities, and should be trusted to act with fidelity in developing budgets that balance those needs with the capacity of their local residents to fund education services.

NHSBA Board of Directors Recommendation: Not support. While the NHSBA Board of Directors recognizes the importance of this proposal and legal problems with HB 1300 as adopted, the Board believes this proposal is not necessary, given that NHSBA advocated vigorously against this bill. Further, given that HB 1300 is now law, the proposal seems reactive to a law that is now in place.

Proposed Resolution #3

Submitted By: Chesterfield School Board

Proposed Resolution:

The New Hampshire School Boards Association (NHSBA) adopt a default advocacy position in favor of focused, germane legislation affecting New Hampshire public schools; that NHSBA communicate to the New Hampshire Legislature its concern about the use of non-germane amendments as a vehicle for unrelated policy; and that NHSBA oppose non-germane amendments when, in NHSBA's judgment, they compromise the clarity, transparency, or effectiveness of legislation impacting public school students and communities — while retaining full discretion to support any amendment that, upon thorough review, advances the interests of New Hampshire public schools.

Rationale:

Local school boards across New Hampshire — regardless of district size, geography, or political composition — share a common need: clear, predictable, and transparent state law that they can implement faithfully on behalf of their students and communities. This resolution does not seek to restrict NHSBA's legislative flexibility or to intervene in the internal procedures of the New Hampshire Legislature. Rather, it asks NHSBA to give voice to a practical concern that school boards across the state encounter when unrelated policy is bundled into education legislation through the use of non-germane amendments.

This is not a partisan concern. Non-germane amendments have been used by legislators across the political spectrum, and the burden they place on school boards falls equally regardless of which party introduces them. The following benefits illustrate why focused, germane legislation serves New Hampshire's public school students, educators, and communities more effectively:

1. CLARITY OF IMPLEMENTATION

When a law addresses a single, clearly defined subject, school boards and administrators can develop coherent policies and procedures to implement it. Non-germane amendments introduce unrelated obligations into a single statute, forcing boards to simultaneously address policy areas that may require entirely different stakeholders, legal reviews, and community input processes. Focused legislation allows school boards to implement new law efficiently, consistently, and with fidelity to legislative intent.

2. INFORMED PUBLIC PARTICIPATION

School board members are directly accountable to their communities. When a bill is amended with non-germane provisions, parents, educators, and community members may be unaware that policy affecting their schools is advancing under an unrelated bill title. This is true even when a public hearing is technically held — hearings on non-germane amendments are frequently scheduled with little notice, giving advocates and community members insufficient time to understand the amendment's implications or meaningfully participate. Germane legislation ensures that a bill's title and stated purpose accurately reflect its content, giving the public a fair opportunity to engage with their elected representatives.

3. PROTECTION OF STRONG, STANDALONE LEGISLATION

Non-germane amendments can place school boards and legislators in an untenable position: accepting harmful or inadequately vetted policy in order to advance important protections, or rejecting a meritorious bill entirely because of an unrelated rider. This dynamic has occurred repeatedly in the New Hampshire Legislature across multiple legislative sessions and across bills of varying subject matter. Requiring that amendments be germane protects the integrity of good bills regardless of their origin or sponsorship.

4. ACCURATE FISCAL AND OPERATIONAL PLANNING

School boards engage in multi-year and long-range operational planning. Non-germane amendments can introduce unfunded mandates or significant operational requirements with little notice and no opportunity for fiscal analysis prior to passage. When legislation is focused and its content is predictable from its title and stated purpose, school boards can anticipate costs, engage their communities on resource needs, and plan for compliance — rather than being required to implement policy they had no meaningful opportunity to review.

5. STRENGTHENING NHSBA'S LEGISLATIVE EFFECTIVENESS

NHSBA's credibility and effectiveness as an advocate depends on its ability to evaluate legislation thoroughly and respond in a timely, informed manner. Non-germane amendments — frequently introduced late in the legislative session — compress the time available for staff analysis, member input, and stakeholder consultation. A consistent, publicly stated position that NHSBA expects germane legislation strengthens NHSBA's standing at the statehouse and signals to legislators that the association is a rigorous, principled advocate for New Hampshire's public schools.

NHSBA Board of Directors Recommendation: Support. In the past, NHSBA has not uniformly opposed the use of non-germane amendments, as such amendments could include positions that the Association supports. However, the volume and complexity of legislative activity in recent years have exacerbated the challenges this practice creates for policymakers, stakeholders, and the public, with several such amendments becoming law without full hearing and without integration into current statutory frameworks. As a result, the Board of Directors now supports requiring amendments to be germane to the underlying legislation to promote greater transparency, meaningful review, and informed decision-making.

Proposed Resolution #4

Submitted By: Pittsfield School Board

Proposed Resolution:

Education Freedom Accounts (EFAs) should be made available only to students who meet the eligibility requirements for free and reduced lunch and who are not succeeding academically in their local public school. This restores the initial intent of EFAs and prevents the current free-for-all approach that has spiraled costs out of control.

Rationale:

EFA funds are being provided to parents who do not need them (kids already in private school, have the means to pay) and the resulting impact on the budget is squeezing other services.

NHSBA Board of Directors Recommendation: Not support. NHSBA has two long-standing Statements of Belief opposing vouchers, tax credits and tax subsidies that divert scarce tax dollars away from public education (I:A, adopted in 1991; and I:B, adopted in 2005). If the delegates wish to adopt this proposal, those two long-standing Statements of Belief would have to be amended or deleted.

- *I:A• NHSBA supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)*
- *I:B• NHSBA urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)*

Proposed Resolution #5

Submitted By: Pittsfield School Board

Proposed Resolution:

If the legislature continues its pursuit of state-mandated open enrollment, the state should be responsible for covering the full cost of the student's participation in the receiving district and should fund transportation expenses for students attending a school other than their public school of record. No local funds from the sending district should be allocated to the receiving district since the state will have superseded local control over these decisions.

Rationale:

The state should fully fund state-required changes in educational policy such as this, rather than allowing the burden to fall on local school districts.

NHSBA Board of Directors Recommendation: Support alternative language.

Alternative Resolution Proposed by the NHSBA Board of Directors:

Amend continuing resolution #5 to read: NHSBA opposes state-mandated open enrollment as a primary legislative position. Such opposition is paramount when any proposals to expand open enrollment is not fully funded by the state, and/or does not include sufficient state funding to provide transportation for all K-12 students to the open enrollment of their choice.

NHSBA Rationale:

In 2025, NHSBA members adopted Continuing Resolution #5, which states “NHSBA opposes state-mandated open enrollment.”

The Board of Directors holds firm on that commitment as a primary position, but acknowledges that continuing legislative efforts to expand open enrollment may require the Association to work to mitigate negative effects of future bills. In recent proposed legislation, some of the negative impacts would have included further erosion of New Hampshire’s longstanding principle of local control, the forced impact of individual family choices upon school district budgets, and the disparate impact on families lacking the financial or time resources necessary to transport their children to other schools.

If the delegates wish to accept this Proposed Resolution in some form, the NHSBA Board of Directors amending Continuing Resolution #5.

Proposed Resolution #6

Submitted By: Pittsfield School Board

Proposed Resolution:

Local Education Agencies (LEAs) may pursue agreements to share, streamline, or merge SAU administrative services as negotiated by their local school boards. Any state-driven merging of such SAU services must, however, allow a minimum of three years before implementation and must articulate how smaller and/or poorer districts will not be overlooked in a larger administrative unit.

Rationale:

We do not disagree that administrative services for smaller districts are expensive to maintain. However, the decisions about when and whether to consolidate in some way should be left to local boards (local control). If the state mandates such consolidation, they must allow time to consider its implementation, and the state must articulate how the plan will not disenfranchise smaller and/or poorer districts.

NHSBA Board of Directors Recommendation: Support alternative language.

Alternative Resolution Proposed by the NHSBA Board of Directors:

The New Hampshire School Boards Association supports local school districts pursuing agreements to share, streamline, or merge SAU administrative services as negotiated by the local school boards. However, NHSBA believes that any state-mandated merging of SAUs or SAU services must, allow for a reasonable time before implementation so such implementation can be done with fidelity. Further, state-mandated SAU mergers must articulate and ensure that smaller and/or poorer school districts will not be overlooked by a larger administrative unit.

NHSBA Rationale: Though NHSBA has opposed state-mandated SAU mergers the last two legislative sessions, there is continuing discussion at the legislature about implementing some sort of legislation to consolidate SAUs and/or SAU services. NHSBA believes that such mergers, if any, should be left to local voters to approve following negotiation among and by local school boards. Further, the NHSBA Board of Directors believes ensuring that smaller and poorer school districts are not overlooked by a larger SAU structure is a prudent principle.

Proposed Resolution #7

Submitted By: Pittsfield School Board

Proposed Resolution:

The state will not further decrease or eliminate any tax or other revenue stream unless and until 40% of the cost of special education in every district in the state has been funded by a combination of state and federal funds.

Rationale:

Education does not have a spending problem. We have a revenue problem, driven largely by the legislature's decisions to reduce or eliminate sources of revenue such as the Interest and Dividends tax and the BET. If the decision to reduce revenue is taken, the state should ensure that its obligations to local districts' special education costs have been met first.

NHSBA Board of Directors Recommendation: Not support.

NHSBA Statement of Belief IX:A states “NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements.” (1990)

Additionally, NHSBA Statement of Belief IX:B (2002) states in part “Congress should fully fund the federal share of IDEA as a mandatory program.”

For these reasons, the NHSBA Board of Directors believes the Proposed Resolution is already covered by these two existing Statements of Belief.

Proposed Resolution #8

Submitted By: Pittsfield School Board

Proposed Resolution:

NHSBA supports the right of parents to homeschool their children. However, parents who choose to do so should be required to submit accountability measures to the State Board of Education. Furthermore, no parents homeschooling their child should receive an Education Freedom Account (EFA) unless their child would meet the eligibility requirements for free and reduced lunch in public school.

Rationale:

Accountability for education rests with the public schools. If children are educated at home by parents, the state has a vested interest in ensuring that children are making academic progress. Parents who choose to homeschool their children should not receive EFAs unless their child would meet the eligibility requirements of FRL in the public school to keep the system fair.

NHSBA Board of Directors Recommendation: Not support. First, as noted above, NHSBA has two long-standing Statements of Belief opposing school vouchers. This proposal implies that NHSBA does not oppose vouchers provided certain conditions or criteria are met. Second, homeschooling matters are not necessarily matters impact or affecting school board governance. For these reasons, the NHSBA Board of Directors does not support this proposal.

Proposed Resolution #9

Submitted By: Raymond School Board

Proposed Resolution:

BE IT RESOLVED that the New Hampshire School Boards Association establish a process requiring any resolution that is seven (7) years old or older to be reviewed by the appropriate committee or governing body; and

BE IT FURTHER RESOLVED that following such review, the resolution shall be recommended for one of the following actions:

1. Retain the resolution as written;
2. Amend or update the resolution; or
3. Remove the resolution from the Association's active policy positions; and

BE IT FURTHER RESOLVED that the results of the review process be communicated to the membership as part of the Association's regular resolution and delegate assembly process.

Rationale:

The New Hampshire School Boards Association maintains a series of resolutions intended to guide advocacy efforts, legislative priorities, and organizational positions on behalf of member school districts; and

Resolutions adopted many years ago may no longer reflect current educational priorities, legislative realities, fiscal conditions, or the needs of New Hampshire school districts; and

Regularly reviewing existing resolutions helps ensure that the Association's positions remain relevant, accurate, and representative of its membership; and

A formal review process would provide member districts with the opportunity to reaffirm, revise, or retire outdated resolutions in an organized and transparent manner.

NHSBA Board of Directors Recommendation: Support. The NHSBA Board of Directors agrees that the Association currently has too many Resolutions/Statement of Beliefs and that many of them are either outdated or no longer pertinent.

Proposed Resolution #10.1

Submitted By: Claremont School Board

Proposed Resolution:

Developing a New Hampshire Educational and Municipal Finance Workforce Pipeline

WHEREAS, New Hampshire school districts and municipalities are experiencing significant difficulty recruiting and retaining qualified business administrators, finance directors, accountants, and other public-sector financial professionals; and

WHEREAS, accounting practices, statutory requirements, reporting obligations, tax-rate calculations, grant administration, governmental auditing standards, and financial management responsibilities in school districts and municipalities differ substantially from those found in private-sector accounting; and

WHEREAS, many skills and competencies required for governmental and school finance administration are not routinely taught in traditional business accounting degree programs; and WHEREAS, the shortage of qualified candidates creates operational risks for school districts, threatens compliance with state and federal requirements, and increases costs associated with recruitment, training, and turnover;

NOW, THEREFORE, BE IT RESOLVED, that the New Hampshire School Boards Association advocate for legislation, appropriations, and state-supported initiatives that encourage New Hampshire colleges, community colleges, universities, and other institutions of higher education to establish, expand, or support programs, certificates, concentrations, internships, apprenticeships, and degree pathways focused on governmental, municipal, and school district accounting and finance; and

BE IT FURTHER RESOLVED, that NHSBA advocates for scholarships, loan-forgiveness programs, internships, and other incentives designed to attract and retain qualified professionals in New Hampshire's public education and municipal finance workforce.

This resolution is contingent on Claremont School Board approval

Rationale:

New Hampshire faces a growing shortage of qualified school and municipal finance professionals. Private-sector accounting experience alone often does not provide the specialized knowledge necessary to administer public funds, comply with governmental accounting standards, calculate tax rates, manage grants, and meet state and federal reporting requirements. Establishing educational pathways focused specifically on governmental and school finance will strengthen the workforce pipeline, improve compliance, reduce risk, and better protect taxpayer resources.

NHSBA Board of Directors Recommendation: See the NHSBA Board of Directors response and recommendation following Proposed Resolution 10.3.

Resolution #10.2

Submitted By: Claremont School Board

Proposed Resolution:

Reinstatement of State Certification Requirements for School District Business Administrators

WHEREAS, school district business administrators are responsible for the stewardship of substantial public funds and for ensuring compliance with complex state and federal financial requirements; and

WHEREAS, the responsibilities of school district business administrators include budgeting, accounting, financial reporting, tax-rate development, grant administration, procurement, debt management, internal controls, auditing coordination, and regulatory compliance; and

WHEREAS, these responsibilities require specialized expertise that is distinct from private-sector accounting and financial management; and

WHEREAS, consistent professional standards help ensure sound financial practices, transparency, accountability, and protection of taxpayer resources;

NOW, THEREFORE, BE IT RESOLVED, that the New Hampshire School Boards Association advocate for legislation and administrative rules requiring school district business administrators to obtain and maintain state certification as a condition of employment in New Hampshire public school districts; and

BE IT FURTHER RESOLVED, that certification standards reflect the specialized knowledge and competencies required for school finance administration and governmental accounting in New Hampshire.

Rationale:

School district business administrators occupy positions of significant fiduciary responsibility. Requiring state certification establishes a consistent baseline of professional competence, promotes accountability, and helps ensure that individuals entrusted with managing public education funds possess the specialized knowledge required to perform these duties effectively. Reinstating certification requirements will strengthen financial oversight and reduce the risk of costly compliance failures.

NHSBA Board of Directors Recommendation: See the NHSBA Board of Directors response and recommendation following Proposed Resolution 10.3.

Proposed Resolution 10.3

Submitted By: Claremont School Board

Proposed Resolution:

Strengthening Continuing Education Requirements for Certified School District Business Administrators

WHEREAS, state and federal laws, regulations, accounting standards, grant requirements, auditing expectations, and financial reporting obligations affecting school districts change regularly; and

WHEREAS, maintaining professional competency requires ongoing education and demonstrated mastery of specialized subject matter; and

WHEREAS, continuing education programs that rely solely upon attendance verification do not adequately demonstrate comprehension or competency; and

WHEREAS, failures in grant administration, reimbursement procedures, tax-rate calculations, financial reporting, procurement compliance, and other areas of public finance can result in financial losses, audit findings, delayed reimbursements, and increased taxpayer burden;

NOW, THEREFORE, BE IT RESOLVED, that the New Hampshire School Boards Association advocate for mandatory continuing education requirements for all certified school district business administrators; and

BE IT FURTHER RESOLVED, that continuing education programs include objective assessment measures demonstrating successful completion and comprehension of course content, including examinations, competency assessments, case-study evaluations, or other measurable methods of evaluation; and

BE IT FURTHER RESOLVED, that required continuing education include instruction and demonstrated competency in areas including, but not limited to:

- School district accounting and governmental accounting standards;
- State and federal grant administration;
- Grant reimbursement procedures and compliance requirements;
- Financial reporting and audit preparation;
- Tax-rate calculation and revenue estimation;
- Budget development and long-range financial planning;
- Procurement and contracting requirements;
- Internal controls and fraud prevention;
- State-specific statutory and regulatory requirements;
- Federal compliance requirements and reimbursement regulations; and
- Other topics essential to the effective stewardship of public education funds.

Rationale:

Continuing education should ensure not only participation but also demonstrated competency. School district business administrators must remain current on increasingly complex financial, regulatory, and grant-management requirements. Requiring objective evaluation as part of continuing education will promote professional excellence, improve compliance, reduce audit findings, maximize reimbursement opportunities, and strengthen public confidence in the management of taxpayer resources.

NHSBA Board of Directors Recommendation: Support alternative language.

Alternative Resolution Proposed by the NHSBA Board of Directors:

- 10.1 The New Hampshire School Boards Association will advocate for and support legislation and administrative rules requiring school district business administrators to obtain and maintain state certification (with appropriate alternative pathways) as a condition of employment in New Hampshire public school districts; and that certification standards reflect the specialized knowledge and competencies required for school finance administration and governmental accounting in New Hampshire.
- 10.2 The New Hampshire School Boards Association will advocate for and support mandatory continuing education requirements for all certified school district business administrators; and that continuing education programs include objective assessment measures demonstrating successful completion and comprehension of course content, including examinations, competency assessments, case-study evaluations, or other measurable methods of evaluation.
- 10.3 The New Hampshire School Boards Association will advocate for and support legislation, appropriations, and state-supported initiatives that encourage New Hampshire colleges, community colleges, universities, and other institutions of higher education to establish, expand, or support programs, certificates, concentrations, internships, apprenticeships, and degree pathways focused on governmental, municipal, and school district accounting and finance; and that the Association will advocate for scholarships, loan-forgiveness programs, internships, and other incentives designed to attract and retain qualified professionals in New Hampshire's public education and municipal finance workforce.

NHSBA Rationale: New Hampshire school districts, many with annual budgets in the 10s of millions of dollars, face significant challenges recruiting and retaining qualified business administrators, finance directors, accountants, and other public-sector financial professionals, creating operational risks and increasing costs associated with recruitment, training, and turnover.

School district finance work requires specialized expertise in budgeting, accounting, financial reporting, tax-rate development, grant administration, procurement, debt management, internal controls, audit coordination, and regulatory compliance—knowledge that differs substantially from private-sector accounting and is not routinely taught in traditional business accounting programs.

School district business administrators (SBA's) are responsible for the stewardship of substantial public funds and must maintain compliance with complex and regularly changing state and federal laws, regulations, accounting standards, grant requirements, auditing expectations, and financial reporting obligations.

Breakdowns in grant administration, reimbursement procedures, tax-rate calculations, financial reporting, procurement compliance, or other public-finance functions can result in financial losses, audit findings, delayed reimbursements, increased taxpayer burden, and diminished public accountability.

Consistent professional standards and continuing education demonstrating mastery of specialized subject matter support sound financial practices, transparency, accountability, compliance, and protection of taxpayer resources.

Proposed Resolution #13

Submitted By: Hooksett School Board

Proposed Resolution:

The New Hampshire School Boards Association advocate for legislation affecting the governance, operations, or finances of public school districts to include implementation timelines that provide school districts with sufficient notice to comply with new statutory requirements through their normal governance and budgetary processes. Legislation requiring board action, budget committee approval, public hearings, policy revisions, or other district action should not become effective immediately upon passage when doing so could reasonably result in administrative hardship, loss of statutory authority, or significant unbudgeted financial impacts.

Rationale:

School districts operate on annual budget cycles and are required to comply with numerous statutory processes involving school board action, budget committee review, public hearings, and voter authorization. When legislation imposing new requirements or modifying existing statutory authority becomes effective immediately upon passage, districts may have little or no opportunity to complete these required processes before the close of the fiscal year.

HB 1610 (2025) illustrates this concern. The legislation modified the requirements governing school district contingency funds, including annual authorization requirements, funding limitations, and the conditions under which such funds may be used. Because the bill became effective immediately upon passage, districts faced uncertainty regarding whether actions needed to be taken before the Governor signed the bill in order to preserve their ability to establish or retain contingency funds for the upcoming fiscal year.

Reasonable implementation periods promote thoughtful decision-making, compliance with statutory public processes, sound fiscal management, and equitable administration across all school districts. The New Hampshire School Boards Association should advocate that legislation affecting school district governance or finances include effective dates that provide adequate time for districts to implement new requirements without unnecessary administrative or financial hardship.

NHSBA Board of Directors Recommendation: Support. NHSBA routinely informs the legislature that certain timelines for implementing new legislation, new policies, and new practices are not possible; and further, NHSBA routinely asks the legislature to delay the effective date of legislation so school boards and administrators can prepare and plan properly.

Proposed Resolution #14

Submitted By: Chester School Board

Proposed Resolution:

RESOLVED, that the Chester School Board supports the inclusion of implementation safeguards in any universal enrollment legislation or policy, including:

1. Prevent duplicate tuition payments and preserve existing tuition and area agreements.
2. Limit student transfers during the school year, except for hardship or relocation.
3. Require timely parent notification to resident and receiving districts.
4. Preserve existing area agreements, tuition agreements, and enrollment rights.
5. Allow districts to determine participation and available enrollment capacity.
6. State funding follows the student.
7. Resident districts shall not be responsible for tuition payments.

Rationale:

Universal enrollment can expand educational opportunities for students and families; however, it must be implemented in a manner that promotes fiscal responsibility and operational stability for school districts. Clear provisions addressing tuition obligations, enrollment timelines, student mobility, and existing area agreements will help districts budget effectively, maintain educational continuity, and preserve successful collaborative school arrangements while supporting family choice.

NHSBA Board of Directors Recommendation: No position. As with Proposed Resolution #5, last year, NHSBA members adopted Continuing Resolution #5, which states “NHSBA opposes state-mandated open enrollment.” If the delegates choose to adopt this proposal, the NHSBA Board of Directors believes Continuing Resolution #5 should be amended to add these proposed provisions, rather than create a new Resolution.

Proposed Resolution #15

Submitted By: Deerfield School Board

Proposed Resolution:

NHSBA will actively support legislation that fully funds special education costs in the State of New Hampshire and IDEA federally, this is consistent with the promise Congress made when the creation of IDEA occurred in 1975 and signed into law by President Gerald Ford.

Rationale:

NHSBA Board of Directors Recommendation: Not support. As with proposal #7, NHSBA Statement of Belief IX:A (1990) urges Concord to fulfill its IDEA obligations. Further, Statement of Belief IX:B calls for Congress to fully fund the federal share of IDEA as a mandatory program.



Barrett M. Christina, Executive Director

Matt Pappas, President, Rochester

Ege Cordell, First Vice President, Chesterfield

James Noyes, Second-Vice President, Bethlehem and Profile Regional

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**Continuing Resolutions for 2026
Adopted at the 2025 NHSBA Delegate
Assembly October 25, 2025**

1. The NHSBA will advocate for minimum standards for public school approval, ED 306, that are consistent with the NHSBA Statement of Beliefs Manual and current approved Continuing Resolutions. (2024)
2. NHSBA will advocate for laws governing impact fees to be updated to require local Planning Boards to revisit impact fee methodology, policy, and schedule at least every five years, to ensure local ordinances reflect legislative or rule changes and consider other local factors and school district concerns. (2024)
3. NHSBA will support legislation that requires the State of New Hampshire to fund the cost of the Youth Risk Behavior Survey for all New Hampshire middle school students in the state in districts that wish to implement it. (2024)
4. NHSBA supports legislation which prioritizes the well-being and safety of students and, while recognizing the rights of parents to make decisions about their children, also gives due consideration and weight to educators' professional judgment and their responsibility under the Code of Ethics for New Hampshire Educators to always act in a student's best interests. (2024)
5. NHSBA opposes state-mandated open enrollment. (2025)
6. NHSBA supports legislation that would for a simple majority to approve bonds intended for the maintenance, repair, or improvement of existing school district facilities, especially when the major portion of the borrowed

funds are essential to bring such facilities up to fire and other safety requirements, or improvements necessary to meet the requirements of the minimum standards for school facilities.

Deerfield Community School

School Board Strategic Planning

Purpose of a Strategic Plan: This plan should establish a shared long term direction for the school so that decisions regarding budgets, programs we offer, staffing, building plans, educational materials and policies are connected to the same vision. It should provide continuity regardless of who is in a leadership position including School Board members, Administrators, Superintendent, Teachers and Staff. The plan should dictate **where** we are trying to go, **what** we want to achieve and **why** that's important. This is NOT an administrative operating plan which would dictate **how** we get there.

The plan should encompass the following:

1. What do we want DCS to look like in 5 and 10 years?
2. Define what "THINK", "LEARN", "ACHIEVE", "CREATE" and "CARE" means for students.
3. Guidelines for the School Board in making decisions that are in direct alignment with the goals we have for the next 10 years.
4. Community input. The community should help develop the plan. A Deerfield Resident crafted plan allows for broader community engagement and approval with the direction, the strategy and the goals we have set.
 - a. Contributors: Students, Parents, Staff, Teachers, Administrator, Superintendent, Tax Payers, ALL COMMUNITY MEMBERS need to play a role in drafting the plan. Collaborative effort!
 - b. Timeline: 6-9 Month Strategic Planning Process takes us from...

We Want A Strategic Plan	=>	Community Supported Plan the Board can adopt
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5. Set priorities so we don't waste time on things not aligned with the strategic plan.
6. Create accountability by using measurable indicators showing our progress.
7. Connect our spending as the Deerfield School District to the established strategic priorities.
8. Anticipatory versus Reactive to costs. (ex: we should know what to expect as major costs come down the pipeline and have a contingency plan in place for retainage without question etc.)

9. Build Community Trust - Knowing what we are trying to accomplish and why certain investments are being made... tied to certain results we need to be able to track and monitor.

Things to remember: The school board is in place for GOVERNANCE - DIRECTION - ACCOUNTABILITY - POLICY - STEWARDSHIP.

Purpose Statement: The purpose of the Deerfield School District Strategic Plan is to establish a shared long term vision for our school and our students grounded in our mission and community values. The plan will:

1. provide continuity across future School Boards & Administrators
2. Guide decisions and investments
3. Establish measurable priorities

The Strategic Plan will ensure decisions we make today intentionally move Deerfield Community School toward where we want it to be in 5 and ultimately 10 years from now.

Next Steps DRAFT TIMELINE:

1. School Board reviews this draft DUE DATE: 9/16
2. School Board elects committee membership from within the school and broader community: DUE DATE: 10/7
3. Committee to develop the Strategic Plan, utilizing the rough draft as approved and provided by the School Board. DUE DATE: 3/3/2027
4. School Board will gain community feedback and approvals: DUE DATE: 5/5/2027

FIRST DRAFT/OUTLINE

Deerfield Community School School Board Strategic 10-Year Plan (2026–2036)

Our North Star

Every decision begins with one question: What will best prepare Deerfield's children to thrive today and in the world they will inherit tomorrow?

Over the next ten years, the Deerfield School District will build upon the traditions and strengths of Deerfield Community School while thoughtfully preparing for the changing educational, technological, financial, and community needs of the future.

This plan is intended to provide continuity across changing School Boards, administrators, staff, budgets, and community priorities. It establishes where we want to go while allowing future leaders flexibility in determining exactly how we get there.

DCS Mission Statement

To inspire each student to think, learn, achieve, create, and care.

We will provide a safe and caring community where each child is valued as a unique individual; where learning is engaging, challenging, creative, and relevant; and where students develop the knowledge, character, confidence, and skills necessary to become successful learners and responsible members of their communities.

Vision for 2036

By 2036, Deerfield Community School will be recognized as an exceptional small-town public school where:

- Every student is known, challenged, supported, and valued.
 - Academic achievement and individual student growth are consistently strong.
 - Students develop curiosity, resilience, creativity, responsibility, and compassion.
 - Outstanding educators want to work and remain.
 - Technology strengthens learning without replacing meaningful human connection.
 - The school building and grounds support modern education and community needs.
 - Families, educators, taxpayers, and community members trust the direction of the district.
 - Financial decisions are responsible, transparent, and connected to long-term priorities.
 - DCS graduates leave eighth grade prepared to succeed in the high school environment that best fits their individual goals.
-

STRATEGIC PRIORITY 1

Student Achievement & Growth

Goal

Ensure every student receives an excellent education that challenges them appropriately and provides the support necessary to reach their full potential.

Over the Next 10 Years, We Will

Develop clear expectations for academic achievement and student growth across all grade levels.

Use multiple measures—not a single standardized test—to understand student performance and identify strengths and areas requiring improvement.

Provide appropriate intervention for students who need additional support while expanding enrichment and advanced learning opportunities for students ready for greater challenges.

Maintain strong foundational instruction in literacy, mathematics, science, social studies, arts, technology, physical education, and other essential disciplines.

Strengthen the transition between elementary, middle, and high school.

Regularly evaluate whether DCS graduates are academically and socially prepared for success after eighth grade.

How We Will Know We Are Succeeding

Student growth and achievement trends will improve over time.

Achievement gaps will narrow.

Students will demonstrate strong foundational skills.

Families and students will report that students feel appropriately challenged and supported.

High-school outcome data will demonstrate that DCS graduates are prepared for their next educational environment.

STRATEGIC PRIORITY 2

The Whole Child: Belonging, Character & Well-Being

Goal

Maintain a school culture where students feel safe, known, connected, respected, and responsible for themselves and their community.

Academic success cannot be separated from the environment in which children learn.

Over the Next 10 Years, We Will

Preserve the community-school culture that makes DCS distinctive.

Strengthen students' sense of belonging and connection to school.

Teach and model responsibility, kindness, perseverance, collaboration, leadership, and respect.

Provide developmentally appropriate support for students' social and emotional growth.

Expand opportunities for athletics, arts, music, clubs, service, leadership, and extracurricular participation.

Create meaningful opportunities for older students to mentor and lead younger students.

Maintain high expectations for student behavior while ensuring discipline practices are fair, consistent, and focused on growth.

How We Will Know We Are Succeeding

Students report feeling safe and connected at school.

Attendance remains strong.

Behavioral and disciplinary trends improve.

Participation in extracurricular activities increases.

School climate surveys demonstrate strong student, staff, and family belonging.

STRATEGIC PRIORITY 3

Exceptional Educators

Goal

Make Deerfield Community School a place where excellent educators want to come, grow, lead, and stay.

The quality of a school depends heavily upon the quality of the adults working with its children.

Over the Next 10 Years, We Will

Recruit and retain outstanding teachers, administrators, paraprofessionals, specialists, and support staff.

Maintain competitive compensation and benefits while recognizing the district's responsibility to taxpayers.

Develop meaningful professional-development opportunities tied to district priorities.

Build leadership capacity within DCS so talented educators have opportunities to grow without necessarily leaving the classroom.

Monitor staff workload, morale, retention, and workplace culture.

Recognize and celebrate excellent teaching.

Provide educators with the tools, curriculum, technology, training, and support necessary to succeed.

How We Will Know We Are Succeeding

Employee retention will remain strong.

Vacancies will attract qualified candidates.

Staff surveys will demonstrate positive workplace culture.

Professional development will connect directly to student and district needs.

DCS will develop future leaders from within the organization.

STRATEGIC PRIORITY 4

Future-Ready Learning

Goal

Prepare Deerfield students for a world that will change dramatically during their lifetimes.

The children entering kindergarten during this strategic plan will begin their adult lives in the 2040s. Our responsibility is not simply to prepare them for today's world, but to give them the skills to adapt to tomorrow's.

Over the Next 10 Years, We Will

Prioritize critical thinking, communication, collaboration, creativity, problem solving, and adaptability.

Develop strong digital and information literacy.

Teach students to evaluate information critically and distinguish reliable information from misinformation.

Thoughtfully incorporate artificial intelligence and emerging technologies into education.

Teach responsible and ethical technology use.

Protect opportunities for hands-on learning, reading, writing, discussion, outdoor learning, arts, physical activity, and human interaction.

Expand experiential learning and connections between classroom learning and the real world.

Explore age-appropriate opportunities for entrepreneurship, financial literacy, civics, career awareness, engineering, coding, and applied sciences.

Guiding Principle

Technology should expand what students are capable of doing—not replace thinking, creativity, relationships, or great teaching.

STRATEGIC PRIORITY 5

Facilities & Long-Term Infrastructure

Goal

Ensure Deerfield's school facilities can safely, efficiently, and effectively support education for the next generation.

Facilities decisions should be made through long-range planning rather than crisis response.

Over the Next 10 Years, We Will

Develop and maintain a comprehensive long-term facilities plan.

Evaluate enrollment projections and future space requirements.

Prioritize safety, accessibility, energy efficiency, building systems, instructional space, athletics, outdoor learning, and community use.

Establish predictable capital replacement schedules for roofs, HVAC, technology infrastructure, vehicles, equipment, and other major assets.

Evaluate renovation, expansion, or other facility solutions based upon educational need, long-term cost, enrollment, and community priorities.

Build appropriate capital reserves so predictable expenses do not become financial emergencies.

How We Will Know We Are Succeeding

Major capital needs will be anticipated years in advance.

Emergency repairs will decline.

Facilities spending will follow an established long-term plan.

The community will understand why major capital investments are being proposed.

STRATEGIC PRIORITY 6

Responsible Stewardship & Financial Sustainability

Goal

Deliver an excellent education while respecting the taxpayers who make that education possible.

Educational excellence and fiscal responsibility should not be competing objectives. Sustainable schools require both.

Over the Next 10 Years, We Will

Develop multi-year financial forecasts rather than viewing budgets only one year at a time.

Clearly connect major expenditures to strategic priorities and student outcomes.

Monitor enrollment, staffing ratios, tuition obligations, special education costs, transportation, facilities, benefits, and other major cost drivers.

Regularly evaluate programs for effectiveness and value.

Seek grants, partnerships, shared services, and alternative funding opportunities when appropriate.

Maintain responsible reserve and capital planning.

Provide residents with clear explanations of major budget changes.

Guiding Principle

Spend intentionally. Plan early. Measure results. Communicate clearly.

STRATEGIC PRIORITY 7

Community Trust, Communication & Partnership

Goal

Strengthen the relationship between DCS, families, educators, the School Board, and the broader Deerfield community.

Trust is built through consistent communication, transparency, listening, and follow-through.

Over the Next 10 Years, We Will

Create predictable ways for the community to understand what the Board is working on and why.

Communicate both successes and challenges.

Make budgets, strategic goals, performance information, and major initiatives understandable and accessible.

Regularly seek input from students, families, staff, and community members.

Develop stronger partnerships with Deerfield organizations, businesses, volunteers, recreation programs, and town government.

Celebrate student, staff, alumni, and community accomplishments.

Create opportunities for residents without children currently attending DCS to remain connected to their community school.

How We Will Know We Are Succeeding

Community participation and engagement will increase.

Families and residents will report greater understanding of district priorities.

Survey measures of trust and communication will improve.

Major Board decisions will clearly connect to previously communicated strategic priorities.

STRATEGIC PRIORITY 8

The DCS Graduate

By 2036, we want every student leaving Deerfield Community School to be:

A THINKER

Able to question, analyze, solve problems, and make thoughtful decisions.

A LEARNER

Curious, resilient, adaptable, and capable of learning independently.

AN ACHIEVER

Prepared academically to pursue challenging opportunities.

A CREATOR

Able to imagine, innovate, build, write, design, perform, and contribute original ideas.

A CARING COMMUNITY MEMBER

Respectful, responsible, compassionate, and willing to contribute to something larger than themselves.

These five characteristics directly reflect DCS's mission:

THINK. LEARN. ACHIEVE. CREATE. CARE.

HIGH SCHOOL & THE DCS STUDENT JOURNEY

Because Deerfield educates students locally through eighth grade and students subsequently continue their education outside DCS, our responsibility does not end when a student walks out of DCS after eighth-grade graduation.

Over the next decade, the District should develop a deliberate **DCS-to-High-School Success Strategy**.

The Board and administration should regularly evaluate:

- Student outcomes at receiving high schools.
- Academic preparedness of DCS graduates.
- Available academic, career, athletic, arts, technical, and extracurricular opportunities.
- Student and family experiences with available high-school options.
- Transportation and tuition implications.
- Opportunities to expand educational choice when doing so is educationally and financially responsible.

The ultimate measure should not simply be where Deerfield students attend high school, but **whether Deerfield students have access to pathways that allow them to thrive.**

HOW THE BOARD WILL USE THIS PLAN

A strategic plan only matters if it changes decisions.

Beginning with the adoption of this plan, the Deerfield School Board should use the strategic priorities as a framework for:

Budget decisions

How does this expenditure advance our strategic priorities?

Policy decisions

Does this policy support the environment we are trying to create?

Capital decisions

Does this investment address a documented long-term need?

Administrative goals

What progress should occur this year toward our ten-year vision?

Board agendas

Are we spending enough time discussing the future rather than only managing the present?

ACCOUNTABILITY

Each year, the School Board and administration will establish a limited number of measurable annual objectives connected to this strategic plan.

Progress will be reported publicly through an annual:

DCS State of the School & Strategic Progress Report

The report should address:

Students — achievement, growth, attendance, belonging and engagement

Staff — recruitment, retention and workplace culture

Programs — effectiveness and participation

Finances — budget trends and major cost drivers

Facilities — capital projects and anticipated needs

Community — engagement, communication and survey results

High School Outcomes — performance and experience of DCS graduates when available

Not every measure must improve every year. The purpose is to create transparency, identify trends, and make better long-term decisions.

10-YEAR ROADMAP

PHASE I — BUILD THE FOUNDATION

2026–2028

Establish baseline data and measurable indicators.

Complete comprehensive facility and enrollment assessments.

Establish long-term financial forecasting.

Develop community and staff engagement processes.

Create a DCS Graduate Profile.

Establish methods for tracking DCS graduates' high-school outcomes.

Identify the highest-priority academic and organizational opportunities.

PHASE II — INVEST & IMPLEMENT

2028–2031

Implement priority academic initiatives.

Execute the first phase of the facilities plan.

Expand enrichment and experiential-learning opportunities.

Strengthen educator recruitment and retention strategies.

Expand technology, AI literacy, and future-ready learning.

Strengthen community partnerships.

Evaluate high-school pathways and agreements.

PHASE III — EVALUATE & ADAPT

2031–2033

Conduct a formal midpoint review.

Compare results against 2026 baseline data.

Identify initiatives producing measurable benefits.

Modify or discontinue initiatives that are not producing results.

Update enrollment, financial, facility, and educational projections.

Engage the community in reassessing priorities for the remaining years.

PHASE IV — BUILD THE NEXT DECADE

2033–2036

Complete major long-term facility priorities.

Evaluate ten-year academic and financial trends.

Assess the outcomes of DCS graduates.

Identify emerging educational and technological challenges.

Conduct extensive student, staff, parent, and community engagement.

Develop the 2036–2046 Strategic Plan.

OUR COMMITMENT

The Deerfield School Board recognizes that no Board can predict exactly what education will look like ten years from now.

Our responsibility is therefore not to prescribe every decision future Boards and educators must make.

Our responsibility is to establish a clear direction.

We will protect what makes Deerfield Community School special while remaining willing to change what must change.

We will measure our success by more than test scores and our stewardship by more than the bottom line.

We will ask whether our children are learning.

Whether they are growing.

Whether they belong.

Whether our educators are supported.

Whether our community trusts its school.

And whether the decisions we make today leave Deerfield Community School stronger for the children who will walk through its doors tomorrow.

Think. Learn. Achieve. Create. Care.

One community. One school. One generation preparing the next.

APPROVED: August, 1997; March, 2021

REVISED: June, 2003; March 2021

REAFFIRMED:

Category: Priority/Required by Law

JLCD

JLCD ADMINISTERING MEDICATIONS TO STUDENTS

A. General Provisions for Administration of Medication.

Medication whether prescription or over-the-counter ("OTC"), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 ("the school nurse"). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal's designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. Prescription Medication will be only be administered in school only after receiving and filing in the student's health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
2. Over-the-Counter Medication may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber's order, or further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician's assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law, and is consistent with the provisions of Board policy JLCE.

C. Field Trips and School Sponsored Activities

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a

parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

Legal References:

RSA 200:40-b, Glucagon Injections
RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted
RSA 200:43, Use of Epinephrine Auto-Injector
RSA 200:44, Availability of Epinephrine Auto-Injector
RSA 200:44-a, Anaphylaxis Training Required
RSA 200:45, Student Use of Epinephrine Auto-Injectors - Immunity
RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted
RSA 200:47, Use of Asthma Medications by Students - Immunity
RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers
RSA 200:55, Administration of Bronchodilator, Space or Nebulizer
RSA 326-B, Nurse Practices Act
N.H. Code of Administrative Rules, Ed. 306.12(b)(2), Special Physical Health Needs of Students
N.H. Code of Administrative Rules, Ed. 311.02(d); Medication During School Day
N.H. Code of Administrative Rules, Nur 404; Ongoing Requirements
Related Policies: EHB, JLC & JLCE

Deerfield School District

APPROVED: December, 2006

JLIA

REVISED:

REAFFIRMED:

JLIA Release of Students

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

State Standards Compliance Ed. 306.04 (a-2, (d))

Deerfield School District

JLCD

APPROVED: August, 1997; March, 2021**REVISED:** June, 2003; March 2021; May, 2026**REAFFIRMED:****Category: Priority/Required by Law**

JLCD ADMINISTERING MEDICATION TO STUDENTS

A. General Provisions for Administration of Medication.

Medication whether prescription or over-the-counter ("OTC"), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 ("the school nurse"). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal's designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

- a. Prescription Medication will be only be administered in school only after receiving and filing in the student's health record the following:
 - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
 - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
- b. Over-the-Counter Medication may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber's order, or further information/direction from a licensed health care provider (i.e.,

physician, advanced registered nurse practitioner, licensed physician's assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law, and is consistent with the provisions of Board policy JLCE. Students may self administer epinephrine in accordance with section F below.

C. Field Trips and School Sponsored Activities

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication. The school nurse may also determine the quantity of doses and type of epinephrine, prescribed in the school's name, to maintain.

F. Administration and Self-Administration of Epinephrine and Inhalers.

Students may possess and self-administer an epinephrine if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and healthcare provider must authorize such self-possession and self-administration. If a student finds it necessary to use his/her epinephrine, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one dose of epinephrine, provided by the student, in the nurse's office or other suitable

location. Additionally, students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and healthcare provider must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy, and Policy JLCE.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

The school nurse and designated personnel may administer a student's prescribed epinephrine, or school maintained epinephrine to any student during a severe allergic reaction.

G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

NH Statutes

RSA 200:40
RSA 200:40-b
RSA 200:42
RSA 200:43
RSA 200:44
RSA 200:44-a
RSA 200:44-b
RSA 200:45
RSA 200:46
RSA 200:47
RSA 200:54
RSA 200:55
RSA 326-B

Description

[Emergency Care](#)
[Glucagon Injections](#)
[Possession and Use of Epinephrine Auto-Injectors Permitted](#)
[Use of Epinephrine Auto-Injector](#)
[Availability of Epinephrine Auto-Injector](#)
[Anaphylaxis Training Required](#)
[Supply of Epinephrine](#)
[Student Use of Epinephrine Auto-Injectors - Immunity](#)
[Possession and Self-Administration of Asthma Inhalers Permitted](#)
[Use of Asthma Medications by Students - Immunity](#)
[Supply of Bronchodilators, Spacers or Nebulizers](#)
[Administration of Bronchodilator, Space or Nebulizer](#)
[Nurse Practices Act](#)

Deerfield School District

JLIA

APPROVED: December, 2006

REVISED:

REAFFIRMED:

Category: Priority/Required

JLIA SUPERVISION OF STUDENTS

The Board is committed to ensuring that students are appropriately supervised at times when the District is responsible for providing for the safety of students with a reasonable duty of care and supervision.

The Building Principal is responsible for promoting and providing for student safety on all school property, both on school property and during school-sponsored activities off school grounds. For the purposes of this policy, "school property" shall include: all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds, buses and vans, whether public or private. Among other things, execution of this responsibility means delegation of supervisory responsibilities for all such activities, and ensuring that sufficient protocols for emergency response and communication are in place for all activities.

Without limiting the above, students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school-sponsored activities on and off school property. All school staff have a duty to help ensure the safety of students even when such staff are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the Building Principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary, of the students at the school.

The Superintendent and Building Principal are authorized to establish administrative rules and/or regulations in furtherance of this policy.

APPROVED:

REVISED:

REAFFIRMED:

Category: Recommended

KFA CONDUCT ON SCHOOL PROPERTY

A. General Statement and Purpose.

The purpose of this policy is to establish a minimum standard of conduct upon school district property, and during school sponsored events and activities that will provide the best possible educational climate for the students; encourage participation in the educational process by the general public; protect the investment of the public in both the educational process and the physical plant in which it is conducted; and honor and protect the rights of all individuals within the community.

While this policy applies generally to conduct by any and all persons on school property, **additional** policies, rules, regulations, or procedures will apply (1) as to certain defined groups (e.g., JIC regarding student conduct); (2) for visits during the school day (see Board policy KI); or (3) during other specific activities or times (e.g., KF regarding use of school facilities).

B. Definitions.

As used in this policy:

1. "Authorized District Personnel" any person who is designated by the Superintendent, the Principal (as to grounds or activities within her/his purview), the Athletic Director (as to athletic events), or any other person or persons so designated by either of them to administer the provisions of this policy relative to specific school property or a school sponsored or approved activity or function.
2. "School property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events or activities, whether public or private.

C. Prohibited Conduct.

No person on school property or during any school sponsored or approved activity may:

1. Injure, threaten, bully, harass, or intimidate a student, staff member, sports official, coach, or any other person;
2. Engage in behaviors that are harassing or discriminatory in nature based on a person's actual or perceived age, sex, gender identity, sexual orientation, marital status, familial status, disability, religion, national origin race, or color (including those traits historically associated with race, color or religion, including but not limited to head coverings, hair texture, or protective hairstyles);
3. Impede, delay, disrupt, or otherwise interfere with any school function or any activity sponsored or approved by the Board, the Superintendent, building Principal, Athletic Director, or their designees;

4. Damage or threaten to damage another's property;
5. Damage or deface School District property;
6. Smoke or otherwise use tobacco products;
7. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs/controlled substances; (persons known or suspected to be under the influence of liquor or a controlled substance will not be permitted to enter the school building or grounds, and law enforcement may be contacted);
8. Use, or attempt to use, or threaten to use **any** device, instrument, material, or substance ("prohibited object) with the purpose to injure, threaten, intimidate, or coerce another person; for the purposes of this section, any reckless use of any prohibited object which places or may place another in danger of serious bodily injury is also prohibited;

NOTES: while students are prohibited from possessing firearms on school property under Board policy JICI and RSA 193:13), mere possession or displaying of a firearm by non-student adults shall not, in and of itself and without additional circumstances as described in this paragraph, constitute reckless conduct or a violation of this policy;

9. Enter upon any portion of school property at any time for purposes other than those that are lawful and specifically authorized by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
10. Operate (either upon or over school property) a drone or other unmanned aircraft except as provided under Board policy ECD;
11. Violate any state law or regulation, or any duly adopted policy and/or regulation of the Board.
12. Violate any federal law with the exception of any such law that is pre-empted by New Hampshire state law (e.g., RSA 159-E pertaining to firearms, etc.);
13. Operate a motor vehicle in violation of any Authorized District Personnel directive or posted road signs.
14. Refuse to comply with or obey a directive of any Authorized District Personnel or posted rules or regulations.

D. Enforcement & Consequences. Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds by

Authorized Personnel, who may, also at her/his discretion, contact law enforcement. Students and employees who violate this policy shall be further subject to such consequences or interventions as provided under applicable Board policies or District or school administrative regulations.

Additionally, the Board authorizes the Superintendent or his/her designee to issue "no trespass" letters to any person whose conduct violates this policy. The Superintendent is further authorized, upon consultation with district counsel, to file any criminal complaint with respect to such violations.

E. Severability.

If any provision of this policy or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of the policy which can be given effect without the invalid provision or application, and to this end the provisions of this policy are declared to be

severable.

NH Statutes

RSA 126-K:7

RSA 159-E

RSA 159:26

RSA 179:10

RSA 193-B

RSA 193-F

RSA 193:11

RSA 193:38

RSA 571-C:2

RSA 631:3, V

RSA 635:2

Description

[Use of Tobacco Products on Public Educational Grounds Prohibited](#)

[Presidential Executive Orders and Statutory Law Relating to the Right to Keep and Bear Arms](#)

[Firearms, Ammunition, and Knives; Authority of the State](#)

[Unlawful Possession and Intoxication \(by minors\)](#)

[Drug Free School Zones](#)

[Pupil Safety and Violence Prevention](#)

[Disturbance](#)

[Discrimination in Public Schools](#)

[Intoxicating Beverages at Interscholastic Athletic Contests](#)

[Reckless Conduct](#)

[Criminal Trespass](#)