

Notice: These minutes are in D R A F T format, and shall remain as such as the legal record in compliance with RSA 91:A in their written archival form. They are likely to contain errors and may be in need of correction which can only be done in public in a properly-posted, subsequent meeting of the School Board. Accordingly, you are referred to the minutes of a subsequent (i.e. future -- but not necessarily the next sequential) meeting of the Board to identify what may have been changed as an approved and properly modified record in compliance with law.

NEWFOUND AREA SCHOOL DISTRICT
School Board Minutes
 Monday, January 22, 2018
 6:30 p.m. Public Session
 Location: LMC- Newfound Regional High School

- I. Call to Order by Jeff Levesque at 6:32 p.m.
- II. Pledge of Allegiance
- III. Record Roll:
- | | |
|------------------------------------|--------------|
| Sue Cheney, Alexandria | absent |
| Vincent Paul Migliore, Bridgewater | arrived late |
| John Larsen, Bristol | present |
| Jeff Levesque, Groton | present |
| Don Franklin, Hebron | arrived 6:35 |
| Christine Davol, New Hampton | present |
| Sharon Klapyk, Danbury | present |
- IV. Approval or Modification of Agenda
 Jeff Levesque said we would go right into student presentations first.
- V. Approval of Minutes
 a. January 8, 2017
- VI. Public Comment
 None
- VII. Presentations:
- a. Youth Risk Behavior Survey (NRHS)
 Paul Hoiriis, Newfound Regional High School Principal, presented results of a 2017 anonymous survey of all Newfound high school students the purpose of which was to identify areas of concern based on risk factors. To address these concerns the school and district are proactive in taking steps to reduce the likelihood of participation in risk taking activities.
- Risk topics are embedded in our Wellness curriculum
 - CADY will implement a 7 week program at the elementary schools
 - Deb Naro is working on a grant for Newfound
 - Student Support Coordinator was hired full time at the high school
 - Restorative Justice was established, a non-punitive approach to discipline

Paul Hoiriis introduced some of the team members of the Restorative Justice program. Kali Dore said some of the concerns she has identified during her counseling sessions with students are suicide attempts resulting in injury, parents who are incarcerated, complacent attitude toward drinking. She also spoke of improvements shown by the survey results.

- Tobacco use decreased
- Students self-harm decreased
- Students were more active daily

Pete Cofran works with a team to give students an alternative to being in suspensions (Restorative Justice). Mr. Cofran spoke about some of the things that the school has done to work with students around these risk factors. He said it is difficult for the student to talk with the parent or guardian but better understanding results from true discussion. The athletic director will accompany six students to an annual Student Leadership Conference this Spring to empower them to make better decisions. Pete Cofran listed many preventive programs like Challenge Day and Safe Prom that encourage empathy skills and reduce risk taking. He said the best thing we have done to address these concerns is hiring a full time drug and alcohol counselor, Kali Dore, a crisis interventionist. Kali Dore and Nurse Barbara Kelly put on a workshop to reduce anxiety and teach coping skills to high school students. Speakers from Voices Against Violence will be invited to speak. Every month a safe and healthy empowerment group meets. One to one counseling has increased and proved beneficial. Kali is working on an Alateen program. She says a peer support group is a goal for the end of the year. Paul Hoiriis added that “social media dangers” would also be addressed. Kali provided Student Assistance Program Data to demonstrate how many students she sees in a month and for what purpose.

- b. Restorative Justice- A new way of approaching discipline (NRHS)
Chris Ulrich, vice principal, explained the program is an alternative process to suspension which is the traditional punitive approach to discipline. Restorative Justice can repair relationships and teach empathy with two objectives. Does the student recognize something was committed. Is there desire to make amends with the affected party. Self reflection is a strong component of the program.
Kaylan Santamaria, high school senior and student facilitator on the Restorative Justice Hearing Panels says parents are invited to the open forums where students need to be held accountable for their actions. Open forums where student and teacher can speak freely allow for more decision-making and mutual agreements like an apology. So far seven students have participated in the Restorative Justice program and have set and reached their goals.
- c. STEM at NMMS
Mr. Hill, middle school teacher, introduced his 6th grade students and their products, “toothpick bridges” that were constructed with the goal of creating a solution to a real world problem. Student teams presented their toothpick bridges

in detail and displayed the blueprint they created and followed. Some of the students were confident their bridges would hold because they applied the knowledge that triangles are the strongest shape.

VIII. Correspondence

Stacy Buckley said Hebron wants to modify the wording of Article 3: Transfer of Hebron Village School Property that the board had already approved. The additional language is to clarify the history of the property and to state that it is a corrective action. Discussion followed that an attorney service was incurred, that there was no obligation to accept the new language and that the board had already approved the wording in Article 3.

IX. Announcements and Recognition

a. Student Liaison Report

Seniors Projects are now being presented. One Act Play Competition is this Friday, January 26 at 7 p.m. Kaylan also spoke on her role as student facilitator on the Restorative Justice Hearing Panels.

b. Staff Liaison Report

John Lellos said midterms are here and he has observed a shift away from paper and pencil assessments to a more performance based assessment. Two new student teachers are at the high school. Les Dion has already contacted Paul Hoiriis about next summer's westward bound trip.

c. Superintendent Report

Saturday, February 3 is the Deliberative Session at 10 a.m. at the high school and babysitting is available for children of parents who would like to attend. Strategic Planning Roundtable meeting is scheduled for Wednesday, January 24 at 6 p.m. at the high school instead of the middle school.

d. Other

X. Old Business

XI. New Business

a. Deliberative Session Preparation

Stacy Buckley said the Moderator will run the meeting. The board will meet after the conclusion of the Deliberative Session. The budget committee will meet after the board.

The board was asked for volunteers to speak to the articles.

Vincent Migliore will speak to Article 2

Don Franklin will speak to Article 3

Jeff Levesque will speak to Article 4

b. Field Trip(s)

- Pete Cofran requests approval for six SALT students to travel overnight to Bretton Woods, NH, Omni Mt. Washington Resort from March 15 to March 16, 2018 to attend NHADA 26th Annual Student Leadership Conference. Two chaperons and each student pays \$40 with scholarships available.
- Elisa Guerriero requests approval for 42 BES 5th grade students to explore the Freedom Trail, Boston, MA on June 6, 2018 with rain date June 7. Transportation cost to the district is \$650.13. No cost to students. Three teachers and 10 parents will chaperon.
- Ed Judd and Stephanie Wiencek request approval to take 60 music/drama students to New York City from May 15 to May 17, 2018 to view professional performances. Total trip cost is \$32,100. Each student pays \$459 and scholarships are available. Alan Merrifield is CPR certified.
- Amy Doolin and Susan Moore request approval to take the senior class of 2018 to Old Orchard Beach on June 6 or June 13 and returning June 7 or June 14 (depends on graduation date). One chaperon per 12 students. Student cost is \$150 and no scholarships available. Chris Ulrich is CPR certified.

c. Request for 1:1 paraeducator for Foster Student

Anne Holton, Student Services Administrator, requests addition of two full time paraprofessionals for BES. The sending school district, Nashua, is financially liable for the foster student who requires the support of two paraprofessionals due to the extent of his needs and per his IEP. Discussion followed.

XII. Public Comment (on agenda items only per policy BDDH, 5 minute limit)
None

XIII. Motion on Consent Agenda
None

XIV. Motion on Individual Agenda Items
Christine Davol made a motion to accept the Minutes from 1/8/18. Sharon Klapyk seconded. Vote 5-0-1-1 (Hebron abstained, Alexandria absent) ***Motion Passed***

Don Franklin moved to accept the new language to Article 3. John Larsen seconded. Vote 4-1-1-1 (Groton voted no, Bridgewater abstained, Alexandria absent) ***Motion Passed***

Sharon Klapyk made a motion to approve the field trips. Jeff Levesque seconded. Vote 6-0-0-1 (Alexandria absent) ***Motion Passed***

Jeff Levesque made a motion to approve the request for 1:1 paraeducators for the foster student. Christine Davol seconded. Vote 6-0-0-1 (Alexandria absent) ***Motion Passed***

XV. Financial

- a. Approval of Manifest(s)
There are manifests to be signed.

XVI. Adjournment

Vincent Migliore made a motion to adjourn at 8:20 p.m. Sharon Klapyk seconded.
Vote 6-0-0-1 (Alexandria absent) ***Motion Passed***

Stacy Buckley passed around a Warrant and Default Budget to be signed by the board members.

Respectfully submitted by Ruth Whittier, School Board Clerk

District staff present: Stacy Buckley, Superintendent; Michael Limanni, Business Administrator; Anne Holton, Student Services; Kim Sarfde, Curriculum Coordinator; Paul Ciotti, Technology Coordinator; Jay Lewis, Principal; Paul Hoiriis, Principal; Chris Ulrich, Vice Principal; Pete Cofran, Athletic Director; Kali Dore, Drug and Alcohol Counselor; Mr. Hill, middle school teacher

Public present: Jeff, Beth and Duncan Farmer (Alexandria), Tracey Avery (Alexandria), Mickala Tipps-Hill (Ashland), Jason Robert (Hebron), Brenda Sullivan (Alexandria), Robert and Kristina Carlson (Alexandria)

Student Assistance Program DATA

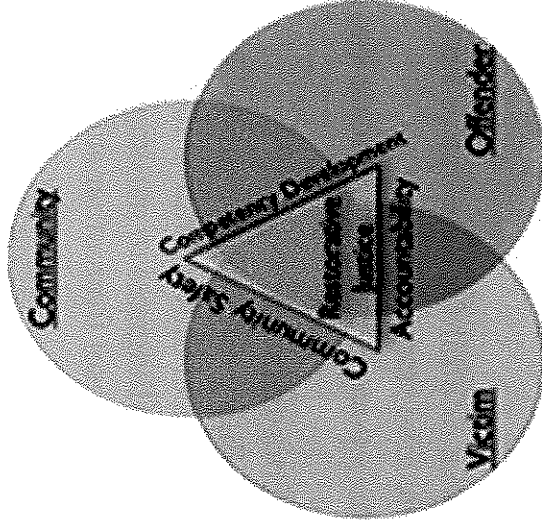
| Month | # of appts | # of students seen | Substance Misuse | Mental Health | Crisis | Other |
|-------|------------|--------------------|------------------|---------------|--------|-------|
| Sept | 73 | 25 | 6 | 31 | 0 | 36 |
| Oct | 85 | 32 | 6 | 27 | 0 | 52 |
| Nov | 80 | 33 | 9 | 43 | 0 | 28 |
| Dec | 78 | 38 | 5 | 37 | 4 | 32 |

Restorative Justice

Restorative Justice emphasizes accountability, making amends, and student voice while making a difference within your school and community.

It helps repair the harm caused by an offense by implementing both punitive and restorative consequences determined by the student/staff committee.

In addition, seeing the impact that actions have on others helps to prevent future infractions by encouraging positive decision making.



How it Began:

- RJ For athletes- NHIAA
- Admin members on the Restorative Justice Panel through CADY

Restorative Justice

Process:

1. Student commits infraction.
2. Either administrator can make a referral for Restorative Justice
 - i. Based on a subjective standard
 - ii. Largest concern → does the student indicate knowledge wrongdoing/ ownership of their actions.
 - iii. Also taken into consideration:
 - Prior disciplinary referrals for similar offenses
 - Prior involvement in Restorative Justice
 - Faculty/staff willingness to participate in Restorative Justice
 - Advice and counsel from other stakeholders (other admin/ SAP/ Guidance/ Faculty and staff)
3. Student is always given the choice of Restorative Justice versus traditional consequence; philosophical belief that Restorative Justice should occur only with the consent of the student.
4. The SAP then speaks with the student and goes through the process of obtaining parental consent
5. A team is assembled with, at minimum, a Restorative Justice moderator, the offender, a student representative, a faculty/ staff representative, the victim (an administrator typically the school in appropriate circumstances). Other parties may be an offender supporter(s) (a student, adult, or both), and a victim supporter.

Restorative Justice

Hearing:

- A panel hearing can be made up of: the student offender, two student supporters, the referring staff member or the victim, one student facilitator, one staff facilitator and an administrator.
- Each member has an opportunity to speak and share how the infraction impacted him/her and his/her thoughts on how to make amends and repair the relationships that were impacted by the incident.
- Work together to develop a reparation agreement; time frame, & how to make better decisions in the future

Outcomes:

- To date, we have had seven students participate in this new program, with only one unable to complete the required tasks. That is almost an 86% success rate!
- Repairing trust within relationships through communication & empathy
- Develop new supports within the building
- Soft Skill Development: self-reflection, conflict resolution, problem solving, communication, self responsibility, decision making, accountability,

Restorative Justice Examples

**Newfound Regional High School
Restorative Justice Code of Conduct**

As part of the Restorative Justice Committee, I agree to: *(initial & sign)*

1. Rebuild the relationships so that the offender can once again be trusted and the harmed party can feel safe.
2. Respect & keep confidentiality with all those involved.
3. Honor & uphold all NRHS Values as a Committee Member.
 - a. Respect
 - b. Perseverance
 - c. Discovery
 - d. Growth
 - e. Independence
4. Understand to step down when conflicting relationships impact panel hearing.
5. Growth Mindset: Focus on resolution & impact on others.
6. Withhold personal judgement and unbiased opinion on infraction.

**Newfound Regional High School
Restorative Justice Agreement Plan**

This agreement is made on 11/18 between [redacted] and [redacted] of Newfound Regional High School and [redacted].

This student agrees to the following in respect to future conduct:

1. I will engage in a private conversation with [redacted] but not engage in a public conversation with [redacted] or anyone else.
2. I will discuss what happened with the basketball team during the game.
3. I will write an essay reflecting on how I felt after what happened and the RJ meeting.

Action on breaking the Agreement: _____

If [redacted] does anything which he/she has agreed not to do under this agreement and/or is in contrast with NRHS policies regarding this offense, the following conditions will apply:

1. I will take 5 days of social probation.
2. I will _____
3. I will _____

WITNESSED

[Signature] Date 11/18
Panel Facilitator
[Signature] Date 11/18
NRHS Administrator

DECLARATION
I confirm that I read, understand, and agree to the conditions of this agreement and conditions of break [redacted] Date 11/18

Student: [redacted] Date 11/18
1625 1/18/18
#3 - 11/18
Task Completion Date