

**Laconia School Board Meeting**  
**Tuesday, June 6, 2023**  
**6:30 PM at the SAU 30 Office**  
**39 Harvard Street**

- Item #01     **Call to Order**
- Notice of Posting
  - Pledge of Allegiance
- Item #02     **Approval of the Agenda**
- Item #03     **Approval of Minutes**  
May 16, 2023
- Item #04     **Presentations**
- Teacher Retirements
  - Lakes Region Scholarship Foundation
- Item #05     **General Public Comment:**  
Citizens who wish to provide public comment shall identify themselves clearly for the records and must give their name, address, and the group, if any, that is represented. Any individual desiring to speak must be a resident, employee, or parent of students in the district. (School Board Policy BEDH)
- Item #06     **Board Committee Reports**
- Budget & Personnel
  - Facilities
  - Policy
  - Strategic Planning
  - Board Member Input
- Item #07     **Board Chair Report/Calendar**
- Item #08     **Student Representative Report**
- Item #09     **Superintendent's Report**
- Item #10     **Discussion**
- Policy EEBA-R, District Owned Vehicles, 2nd Read for Adoption
  - Policy EIB, Liability Insurance and Pooled Risk Management, 2nd Read for Adoption
  - Policy JH, Student Absences and Excuses, 2nd Read on Revisions
  - Policy JHB, Truancy, For Withdrawal
  - Policy JHB-R, Truancy, For Withdrawal
  - Policy BDG, School Attorney, For Discussion
  - LHS Security Upgrades Recommendation
  - Bank of New Hampshire Stadium Unrestricted Reserve Account Recommendation
  - First Student Transportation Contract
- Item #11     **General Public Comment on Items on the Agenda:**  
Citizens who wish to provide public comment shall identify themselves clearly for the records and must give their name, address, and the group, if any, that is represented. Any individual desiring to speak must be a resident, employee, or parent of students in the district. (School Board Policy BEDH)

Item #12

**Action**

- Approval of Adopting Policy EEBA-R, District Owned Vehicles
- Approval of Adopting Policy EIB, Liability Insurance and Pooled Risk Management
- Approval to Revise Policy JH, Student Absences and Excuses
- Withdraw Policy JHB, Truancy
- Withdraw Policy JHB-R, Truancy
- Policy BDG, School Attorney, Move to Policy Committee or Not
- Approval of the LHS Security Upgrades
- Approval of the Bank of New Hampshire Stadium Unrestricted Reserve Account
- Approval of the First Student Transportation Contract

Item #13

**Adjournment**

*Next meeting: June 20, 2023*

## DRAFT MEETING MINUTES

On May 16, 2023, the Laconia School Board held a regular Board meeting at the Superintendent's Office located at 39 Harvard Street, Laconia, NH.

**Present:** Board Chair Jennifer Anderson, Board Vice Chair Nick Grenon, Board Members Heather Drolet, Laura Dunn, Dawn Johnson, Karin Salome, and Jennifer Ulrich. Superintendent Steve Tucker, Assistant Superintendent Amy Hinds, Business Administrator Diane Clary, staff, and community members.

### **Call to Order**

Board Chair Anderson called the meeting to order at 6:30 pm. Assistant Superintendent Hinds reported that the agenda was posted May 12, 2023, at the SAU Office, on the District's website, it was sent to each of our schools, the Laconia Daily Sun, Laconia Library, and to Laconia City Hall, in accordance with RSA 91-A. The Pledge of Allegiance was recited.

### **Board Chair Report/Calendar**

- Board Chair Anderson addressed the Board to see if they would like to have a goal to keep meetings to 90 minutes. At 90 minutes, the Board can reassess to continue, defer items to another meeting, or adjourn. The consensus of the Board was to try and keep meetings to 90 minutes.
- Board Chair Anderson proposed a subcommittee of three for the Superintendent's evaluation. Board Vice Chair Grenon will Chair the committee with Board Members Johnson and Ulrich.

Before moving forward with the agenda, Board Chair Anderson reminded all that it is a violation of RSA to disparage or slander candidates for public positions in public meetings.

### **Approval of the Agenda**

Motion made by Board Member Grenon to amend the agenda to discuss an additional item in the non-public session under RSA 91:A:3, II(c). Board Member Grenon also proposed moving the three administrative nominations that are shown under discussion and action up in the agenda after the presentation. Also proposed was to add Policy BDG, School Attorney, under discussion and action. The motion was seconded by Board Member Drolet. The motion carried 7-0-0.

### **Approval of Minutes**

Motion made by Board Member Dunn to approve the minutes of the May 2, 2023, school board meeting. The motion was seconded by Board Member Salome. The motion to approve the meeting minutes carried 7-0-0.

### **Presentation**

High School Principal Hinds and senior students Sarah Ancora and Emma Fabian presented the [Diplomas of Distinction](#); a passion project consisting of research and community service. Eligible students draft and present a project proposal, create an action plan, journal reflections, assemble a portfolio, have collaborative sessions and share a presentation.

### **Discussion**

- The Nomination of Aaron Hayward as Laconia Middle School Principal was presented to the Board. Discussion: Board Member Dunn spoke against the nomination. She asked questions about the process and expressed concern that she

feels the process was unfair. Board Member Johnson also spoke against the nomination.

- The Nomination of Dennis DelBarone as Laconia Middle School Assistant Principal was presented to the Board.
- The Nomination of Beverly Puntin as District Curriculum Coordinator was presented to the Board.

### **General Public Comment**

- Mo Baxley, Laconia, spoke in support of Mr. Hayward's nomination.
- Aja Montague, 64 Church Street, Laconia, read an anonymous letter which was against Mr. Hayward's nomination.
- Lois Kessin, 3 Tanglewood Road, Laconia, spoke in support of Mr. Hayward's nomination.
- Chris Faye, Franklin Street, Laconia, spoke in support of Mr. Hayward's nomination.
- Jayne Crowther, 138 Long Bay Drive, Laconia, spoke in support of Mr. Hayward's nomination.
- Kay Anderson, Old North Main Street, Laconia, spoke in support of Mr. Hayward's nomination.
- Jan Curtis, Franklin Street, spoke in support of Mr. Hayward's nomination.
- Hazel Zimmer, Laconia, spoke in support of Mr. Hayward's nomination.
- Kiera Green, 24 Gilford Avenue, expressed concern with the District's hiring process.
- Tara Columb, Laconia Middle School teacher and President of the Teachers Association, spoke in support of Mr. Hayward's and Mr. DelBarone's nominations.
- Hillary Martin, 30 Clark Avenue, Laconia, spoke about the hiring process.
- Liana Crowell, Sarah Circle, Laconia, spoke against Mr. Hayward's nomination.

### **Action**

- Motion made by Board Member Dunn, to reject Mr. Hayward's nomination as Principal of Laconia Middle School. The motion was seconded by Board Member Johnson. Discussion: Board Member Dunn is concerned that it was an unfair practice. Board Chair Grenon spoke in support of the hiring committee's process. Board Member Drolet, a member of the hiring committee, spoke in favor of the committee and that the process was fair and unbiased. Motion failed 2-5-0 (Board Member Dunn and Board Member Johnson voted in the affirmative).
- Motion made by Board Member Ulrich to approve the nomination of Aaron Hayward as the Principal of Laconia Middle School. The motion was seconded by Board Member Salome. Discussion: Motion carried 5-2-0 (Board Member Dunn and Board Member Johnson voted against the motion).
- Motion made by Board Member Ulrich to approve the nomination of Dennis DelBarone as the Assistant Principal of Laconia Middle School. The motion was seconded by Board Member Salome. Motion carried 7-0-0.
- Motion made by Board Member Ulrich to approve the nomination of Beverly Puntin as the District Curriculum Coordinator. The motion was seconded by Board Member Dunn. Motion carried 7-0-0.

### **Board Committee Reports**

**Budget and Personnel:** Committee Chair Dunn reported that the committee has not met.

**Facilities:** Committee Chair Grenon reported that the committee will meet at the end of May.

**Policy:** Committee Chair Drolet reported that the committee is presenting several policies for a first read. They are scheduled to meet June 5.

**Strategic Planning:** Chair Committee Ulrich reported that the Task Force Committees have been established and they will meet May 22. The Strategic Planning Committee hopes to meet in June. Board Member Johnson asked for a list of committee members.

#### **Board Member Input:**

- Board Member Salome said the prom march was lovely and the high school band will be performing at the Colonial on Wednesday.
- Board Member Johnson said this was her last prom and in a few months her daughter will graduate. Board Member Johnson feels the District's administration is top heavy and needs to be evaluated. She talked about various options for educating children.
- Board Member Dunn said she is very proud of the children and teachers in the District. She thanked Chair Anderson who is going to coordinate a meeting to discuss budget policies.
- Board Chair Anderson told how she and Board Vice Chair Grenon had the opportunity to hear author Ty Gagne present at the middle school. She said she is excited for middle school students to be able to visit the Mount Washington Observatory.

#### **Student Report**

No report

#### **Superintendent's Report**

- Superintendent Tucker, Assistant Superintendent Hinds, and Business Administrator Clary reported out on the various sections of the [Superintendent's report](#). There was a discussion on budget policies, the budget process, and monthly financial reports being distributed to Board members.

#### **Discussion**

- Policy EEBA-R, District Owned Vehicles, was presented for a first read for adoption.
- Policy EIB, Liability Insurance and Pooled Risk Management, was presented for a first read for adoption.
- Policy JH, Student Absences and Excuses, was presented for a first read on revisions.
- Superintendent Tucker presented a middle school field trip request to Quebec City from May 16-18, 2024.
- Policy BDG, School Attorney. In lieu of time, a motion was made by Board Member Johnson to table discussion and action on Policy BDG to the next meeting. The motion was seconded by Board Member Ulrich. Motion carried 7-0-0.

#### **General Public Comment on Items Under Discussion or Action**

- Kristie Blanchette, 38 Spring Street, Laconia, asked about participation in a non-public session.
- Lianna Crowell, 94 Sarah Circle, Laconia, spoke on Zoom about the amazing teachers in the District.
- Kiera Green, 24 Gilford Avenue, asked about unspent revenue and said grant funds are very specific when written and can only be used as outlined in the grant.
- Aja Montague, 64 Church Street, Laconia, spoke about her perspective of the morale in the District.

**Action**

- Motion made by Board Member Johnson to approve the middle school field trip request to Quebec City from May 16-18, 2024 as discussed and presented. The motion was seconded by Board Member Ulrich. Motion carried 7-0-0.

**Non-Public Session Per RSA 91-A:3, II(c)**

Motion made at 8:51 pm by Board Member Grenon to enter a non-public session under RSA 91-A:3, II(c) to discuss the Charles F. Perkins Scholarship Nominations, a legal update and a student matter. The motion was seconded by Board Member Drolet. The motion carried 7-0-0 on a roll call vote.

Motion made at 9:25 pm by Board Member Dunn to leave non-public session and return to public session. The motion was seconded by Board Member Johnson. The motion carried 7-0-0.

**Adjournment**

Motion made at 9:31 pm by Board Member Grenon to adjourn the meeting. The motion was seconded by Board Member Johnson. The motion carried 7-0-0.

Respectfully submitted,

Amy Hinds, Clerk



## Superintendent's Report Laconia School Board (for June 6, 2023)

### 1. Leadership and Vision

- a. The [Lakes Region Scholarship Foundation \(LRSF\)](#) is an incredible organization that provides thousands of dollars in scholarships to graduating seniors and college students in the Lakes Region. They will be presenting on what they do at our meeting on Tuesday.
- b. Our staff goes above and beyond for our students, families, and our schools. We have included a document entitled “Laconia School District Beyond Contractual Hours (May 2023)” to give you a sense of some of the ways our staff have gone above and beyond for our schools.
- c. The Huot Regional Advisory Board (RAB) met on May 17th and the minutes of that meeting are included in the Board packet. Topics discussed include the Winnisquam Agricultural Center, the 2024-25 regional calendar, the exploration of sports and recreation class, and possible solutions to the shortages in paraprofessionals and teachers.

### 2. Curriculum, Instruction, and Assessment

- a. Karolyn Wurster led her last training for elementary Math professional development last month. The “DARE-ing Problem Solving” process is described in a document that is included in the board packet. In this document, Wurster describes how instruction can be differentiated, how students can defend and explain their thinking, and how brain science supports this mode of learning.
- b. Included in the board packet is a document with the summer programs we are offering for students at elementary, middle, and high. There are no significant changes to what we are offering when compared to last year.

### 3. Maintenance and Capital Improvements

- a. Security upgrades at LHS for the following items were discussed by the Facilities and Budget and Personnel committees. **These items are in the agenda for discussion and action.**
  - i. New locks on the outside doors: \$4238 (see the cost from Kamco in the board packet)

- ii. Security alarms for the outside door: \$15,903 (see the cost from A and B Lock and Security in the board packet)
- b. **On the agenda for discussion and action is the “Bank of New Hampshire Stadium Unrestricted Reserve Account.”** The reserve account is to support necessary upgrades and repairs to the stadium, most importantly to the turf field. This year is the last year of the 10-year warranty on the turf. It is in relatively good shape and we predict that it can be used for a few more years, but we are recommending this reserve account be established so we can plan for the future.

#### 4. Finance and Operations

- a. Included in the board packet is a financial report that the SAU team will review with the Board at our meeting.
- b. Included in the board packet is the “Extension and Amendment of the School Bus Transportation Services Agreement,” which is our bus contract for the next three years. The first page of the document includes the general terms of the agreement and the second includes information about the cost. **The contract is on the agenda for discussion and action.**
- c. At the Budget and Personnel Committee meeting on Thursday, we reviewed what the major federal grants support in the school district. Included in the board packet are the allocation amounts for these grants for this year. We have also included the ESSER II and III allocations as well as how these funds are being distributed. Here are some links with more information about these grants:
  - i. [ESSER II](#)
  - ii. [ESSER III](#)
  - iii. The Individual with Disabilities Education Act (IDEA) provides funds that ensure that eligible students with disabilities receive a free and appropriate education that includes special education and related services designed to meet their individual needs in the least restrictive environment.
  - iv. [Perkins Grant](#)
  - v. [Various titled grants: Title I, II, III, IV, Title IV Part B \(Nita M. Lowey 21st Century Community Learning Centers\), and Title V, Part B Rural Education Achievement Program \(REAP\) or RLIS](#)

#### 5. Students

- a. We have Girls on the Run programs in all of our elementary schools for the first time this year. Their culminating event will be in Concord this Saturday.
- b. The 145th LHS Graduation for the Class of 2023 will be held at the Bank of New Hampshire Stadium at LHS on Friday, June 9th at 6:30 after a week of celebration and activities for our graduating seniors. Some seniors are still finalizing their post graduation plans. About 40 percent of our students are continuing their education. Some of the schools they will attend include:

Plymouth State University, Northeastern University, Endicott College, University of NH, University of Colorado at Boulder, Providence College, Quinnipiac University, Marist College, Maine College of Art & Design, New England College, Keene State College, Southern New Hampshire University, St. Michael’s College, Temple University, Worcester Polytechnic Institute, Colby Sawyer College, Regent University, Lasalle University, Suffolk University, and Lakes Region Community College. Here is what the past three (3) graduating classes have planned after graduation from LHS:

Class	# Graduates	4-Year College	2-Year College	Military	Certificate or Training Program	Work
2022	108	36%	17%	3%	4%	45%
2021	98	39%	11%	1%	4%	45%
2020	105	33%	12%	3%	2%	50%

6. Communication and Community Involvement

a. Vice Chairperson Nick Grenon was recognized as one of five (5) NH School Administrator Association Champions for Children on Friday, May 19th in front of the other state winners, their families, and central office leaders from around the State of New Hampshire. Here he is with his award with Chairperson Anderson and myself.



b. I attended the Lakes Region Public Access annual meeting on Tuesday. The studio is located at Laconia High School. Here is a [link to its web page](#), which informs readers and viewers about the services it provides and slogan, which is “Community empowered by media.”

7. Personnel

- a. We will take some time to recognize our retired teachers and paraprofessionals at the meeting on Tuesday.
- b. The following people have been hired by the District:
  - i. Evan Press, LHS Math
  - ii. Patrick Magnenelli, LHS Social Studies (ESSER)
  - iii. Jayson Andrews, LHS Math

- iv. Quinn Taylor, ESS Grade 2
- v. Teagan Sault, LMS Music
- c. Gail Bourn, our elementary Academic Coordinator for Teaching and Learning (ACTL), is returning after serving in the district after 36 years of service. She served as a teacher at Elm Street School as a teacher, starting in 1987. She became the elementary ACTL in 2011.
- d. We are in the process of hiring the following positions:
  - i. PSS Music Teacher
  - ii. Woodland Administrative Assistant
  - iii. LMS Administrative Assistant
  - iv. LMS Grade 6 Science and Math Teacher
  - v. LMS Grade 7 Language Arts Teacher
  - vi. LHS Math Teacher
  - vii. Part-time Office of Extended Learning Administrative Assistant for the summer

Respectfully Submitted,

Steve Tucker  
Superintendent of Schools  
Laconia School District  
June 2, 2023

**Laconia School District  
Beyond Contractual Hours  
May 2023**

<b>Committee</b>	<b>Number of Teachers</b>	<b>Total Hours per teacher</b>	<b>Total Hours</b>
<b>Induction</b>	<b>20</b>	<b>12</b>	<b>240</b>
<b>FLP/POG Instructional Task Force</b>	<b>26</b>	<b>9.5</b>	<b>247</b>
<b>Literacy Task Force</b>	<b>10</b>	<b>7.5</b>	<b>75</b>
<b>Diversity, Equity, &amp; Inclusion</b>	<b>8</b>	<b>9.5</b>	<b>76</b>
<b>Title 1 Family Events</b>	<b>8</b>	<b>4</b>	<b>32</b>
<b>PSS Leadership Team</b>	<b>7</b>	<b>4.5</b>	<b>31.5</b>
<b>ESS Leadership Team</b>	<b>7</b>	<b>4.5</b>	<b>31.5</b>
<b>WHS Leadership</b>	<b>10</b>	<b>4.5</b>	<b>45</b>
<b>ESS MTSS-B Tier 1</b>	<b>5</b>	<b>4</b>	<b>20</b>
<b>PSS MTSS-B Tier 1</b>	<b>5</b>	<b>4</b>	<b>20</b>
<b>WHS MTSS-B Tier 1</b>	<b>5</b>	<b>4</b>	<b>20</b>
<b>Strategic Planning Literacy</b>	<b>9</b>	<b>1</b>	<b>9</b>
<b>Strategic Planning Assessment</b>	<b>5</b>	<b>1</b>	<b>5</b>
<b>Strategic Planning</b>	<b>5</b>	<b>1</b>	<b>5</b>

<b>Instruction</b>			
<b>Interview Committee Student Services Middle School Director</b>	<b>6</b>	<b>6</b>	<b>36</b>
<b>Interview Committee Student Services Elementary Director</b>	<b>6</b>	<b>6</b>	<b>36</b>
<b>Interview Committee Literacy Coach</b>	<b>3</b>	<b>6</b>	<b>18</b>
<b>Interview Committee Curriculum District Coordinator</b>	<b>10</b>	<b>6</b>	<b>60</b>
<b>Interview Committee PSS 3rd Grade Teacher</b>	<b>3</b>	<b>6</b>	<b>18</b>
<b>Interview Committee ESS 2nd Grade Teacher</b>	<b>4</b>	<b>6</b>	<b>24</b>
<b>Interview Committee PSS Music Teacher</b>	<b>4</b>	<b>6</b>	<b>24</b>
<b>Interview Committee for PSS Special Education</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Interview Committee for LMS Principal</b>	<b>10</b>	<b>6</b>	<b>60</b>
			<b>1134</b>

**Region 8 Advisory Board**  
**5/17/2023**  
**8am–9:30am**

**Items Discussed**

- 1. Update on WRHS CTE Project - Next Steps**
- 2. *Sports, Recreation and Fitness Careers* - Possible new program for HTC, discussion of this and other possible ideas for program expansion**
- 3. Upcoming Comprehensive Needs Assessment - RAB Input**
- 4. Review of adopted 23-24 calendars. Where do we see improvement, where do we still have work to do?**
- 5. Teacher and para shortage, how can the HTC Teacher Prep program help?**

The meeting was held at the HTC Dining Room with all schools represented. Representatives from LRHBRA and LRCC were also in attendance.

Dr. Bartlett offered an update on the proposed project for WRHS. The bond vote to expand CTE offerings in Winnisquam passed and the project is moving forward. The expansion will bring Cosmetology and Advanced Manufacturing to the campus at WRHS. The existing Ag Programs will also see updates and expansion. It will be a couple of years before students start enrolling but optimism is high for these new options.

Mr. Warrender spoke about a potential new class/program to serve our many students with interests in sports and recreation and to support this sector of our economy. The class would prepare students for careers ranging from coaching and training to sports/event management and marketing related broadly to many types of physical activity. This is not currently a program for high-school CTE in New Hampshire but is similar to collegiate level options offered at PSU and would likely live under our already approved Business program. The timeline would be to research and plan next year with a pilot class offered the following year.

The group reviewed the proposed 23-24 calendars. There was considerable improvement in alignment especially in terms of full day deviations. The number of part-day deviations was somewhat higher but still improved. One district was waiting for clarity from the DOE so they could move forward with changes to their early release schedule. (As a point of reference; the interim rules were released by the DOE later that same day.) Mr. Warrender pointed out two weeks, one in the fall and one in early spring, where there were several days out of alignment that seemed good candidates for future work as schedules were already very close.

A summary of findings from our last Comprehensive Needs Assessment was shared and is attached for reference. The assessment will need to happen again next year as part of creating our updated 4 year plan. The CNA is a self-reflection on needs and strengths of the center to guide spending through the Perkins Grant. Next year the Regional Board will also be working on updating our Regional Agreement. The DOE is not providing a template. One suggestion was to

use our existing agreement as a template and further guidance may come from the state CTE Directors association, NHCTA.

Mr. Warrender talked briefly about some efforts in different parts of the state around teacher recruitment. Some larger districts have created an apprenticeship model to move people from para to teacher positions. The discussion amongst our members identified the need primarily in the areas of Math and Science teachers at the upper levels. It was unclear if we had the numbers/need/capacity to create our own regional model for training new teachers. An optional follow-up meeting will be scheduled for those interested in exploring this topic further.

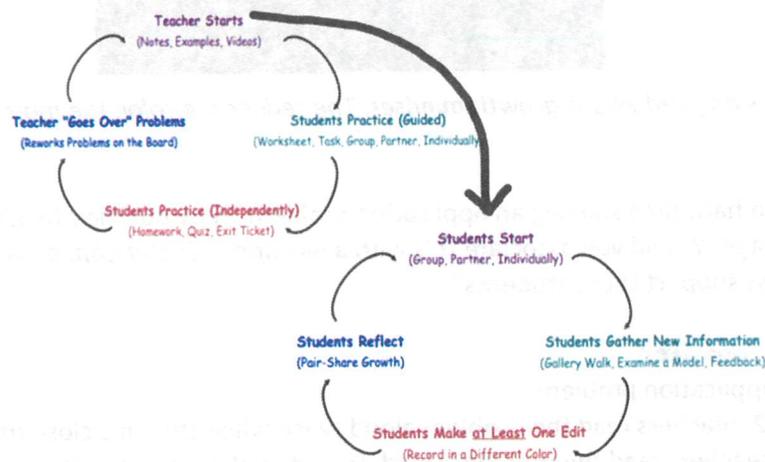
The meeting concluded with a breakfast provided by our culinary arts program.

## DARE-ing Problem Solving

### What is the DARE Process?

DARE is an acronym for Discuss, Agree, Record, Edit. It is a collaborative process for students to learn how to engage with each other in problem solving. While we tend to associate DARE with math application problems, the DARE process can apply to any situation in which we wish for students to engage collaboratively. DARE-ing problem solving for math application problems follows a general pattern.

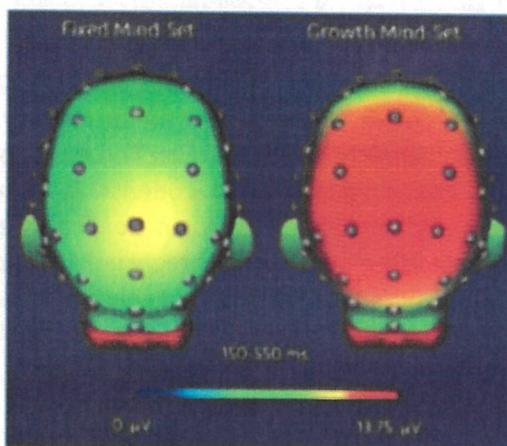
The DARE process shifts problem solving from a teacher-start process to a student-start process. Traditionally, the correct answer is the main goal for problem solving. Therefore, teachers start the process by decoding, interpreting, scaffolding, and acting out the problem before students have a chance to problem solve. This ensures that a greater number of students get the answer correct. It also reinforces a fixed, answer-getting mindset in students. By releasing the problem to students without pre-teaching, teachers reinforce a different goal of *thinking* and *problem-solving* where *getting stuck* means students are doing something *right* rather than something *wrong*. It often takes up to three weeks of working through the DARE process for students to transition to a growth mindset and realize they will not be penalized for incorrect work, rather celebrated for their edits and growth. Therefore, the process can look messy before it starts to run smoothly.



©Math Empowered, 2020

Creating opportunities for students to get stuck and make misconceptions builds off Jo Boaler’s research showing that brains spark when students make a conceptual mistake in math and spark again when they fix the mistake, but their brains do not spark at all when they solve a problem correctly from start to finish. (*What’s Math Got to Do With It*, Boaler, 2015) This also builds off the observations of Phil Daro, co-author of the Common Core State Standards of Mathematics. He notes that after observing teachers in both the United States and Japan, the main difference he noted was that US teachers ask, “How can I teach my kids to get the answer to this problem?” Japanese teachers ask, “How can I use this problem to teach the mathematics of this unit?” (*Against Answer-Getting*, Daro, 2020) The application problem itself is not the main goal; the goal is the problem-solving skills and the math students learn from working on the problem. This creates a natural differentiation to grade-level application problems. Instead of changing the problem to match our perceived ideas about students’ levels of understanding, teachers can provide all students *access* to the grade level problem, and all the students can make the edit to their work that is relevant to them. Differentiation, therefore, is not in the teachers’ input, but rather in the students’ output.

Jo Boaler's research also shows the differences in the brains of a fixed mindset student and a growth mindset student. The DARE-ing Problem Solving Process allows students to start with their own thinking and reasoning. When they understand through the daily DARE process that their growth through their edits is the main takeaway, rather than the right answer, students engage more enthusiastically, because they enter the problem with a growth mindset rather than an answer-getting fixed mindset. In some cases, teachers will give the answer to the application problem before students start solving, so students' emphasis is on the collaboration and proof of that answer rather than the answer itself. According to Boaler's research, there is increased brain activity in a growth-mindset oriented student, so they are able to learn more than if they are in a fixed mindset.



(Jo Boaler's brain scans on fixed versus growth mindset. The redder the color, the more brain waves are detected.)

### Reflection #1:

You observe students having a hard time starting an application problem. They put their heads down or engage in distracting behaviors in order not to engage. Would you associate this with a *will gap*, *mindset gap*, or *skill gap*, and how could daily repetition of the DARE process support these students?

### What does the DARE Process look like?

1. Students receive an application problem.
  - a. In grades K - 2, teachers read the problem aloud twice while students close their eyes and try to visualize the story. When teachers read the problem aloud, they do not spend time explaining pieces of the problem, scaffolding, or dramatizing any elements. They might ask students to pair-share what they notice and wonder and address any of the students' notices and wonders in a one-minute whole class discussion. However, the students drive the conversation. For example, consider the following problem: "Jarome ate five more plantains than Sarai. Sarai ate seven plantains. How many plantains did the two of them eat altogether?" It may feel tempting to emphasize that Jarome ate *more* than Sarai, that his number will be greater than Sarai's. It may feel tempting to emphasize *altogether* to lead the students to find a sum. It may also feel tempting to ask the students if they know what plantains are and offer a definition. Instead of emphasizing and leading, teachers read the problem twice and ask the students to notice and wonder. A student may say, "I wonder who ate more, Jarome or Sarai?" The teacher might respond, "I wonder, too. I would have to reread the text to really think about what it is saying. Let me read it one more time aloud." The teacher does not emphasize *more* and does not answer the wonder, but allows that unknown to peak students' curiosity, allowing that wonder to guide them in their own exploration of the problem. Another student may say, "I wonder what plantains are." The teacher might respond, "Yes, I wonder that, too. Does anyone know what a plantain is? I wonder if we could look it up?" The teacher could run a quick search or have a picture and definition ready to reveal if a

student asks. Giving this information is different than giving information about who has eaten more. Defining terms allows students to build their background knowledge, and the definition of plantains will be the same no matter what problem they read. However, Jarome will not always have eaten more than Sarai; answering a question about the math removes that thinking and problem solving from the students. Once the students move to their choice area of the room with their randomized partner, teachers read the problem one more time. In transition, it is easy for students to lose the context or forget what they visualized when they were a whole group. When the students move to their places, locate their materials, and get started, they usually need to hear the text one more time with their partner.

- b. In grades 3 and up, the teacher gives randomized groups of three their DARE problem without reading it. When building this culture of independence, teachers norm having students advocate for themselves. They might say, “If I learn best by hearing the problem read aloud, I’m going to ask my partners to read it aloud. If I learn best reading in my head at first, I’ll let my partners know and then read it aloud, if they want me to. A team supports the different ways each member learns best.” In the event that three non-readers end up in a group, a teacher can ask the group, “Would you like me to read the problem to you?” It is important that the teacher asks instead of assumes. The team may want to try to decode the problem on their own, and it would be disempowering to assume they need a teacher’s help.

## Reflection #2:

What is the power in distributing the application problem without scaffolding? How does this address mindset and skills gaps?

2. Students work collaboratively to discuss, agree, and record for a *sacred seven minutes*. Teachers set a timer not to rush students in finishing but rather to reinforce a consistency of collaborative problem-solving time. Students learn what seven minutes feels like and learn to use their time efficiently. Engagement stays high because they know that seven minutes will not become ten or fifteen minutes. They know they must get right to work because they move on to another step in the process after the seven minutes. In Kindergarten, this time span may start at three minutes and grow to seven, but across the grades, seven minutes tends to be a sweet spot for team problem-solving on an application problem. This gives those who quickly move through the problem time to *push their brains* by building the problem with concrete tools, writing out their thinking in words, or solving the problem in more than one way. For groups who struggle with the problem, seven minutes is a short enough time for them to reach a place of ‘stuck’ but not get too frustrated and want to abandon the problem. The sacred seven minutes belongs to partnerships to problem solve. Teachers and paraprofessionals distance themselves from the students and do not interrupt their process, even if they witness groups who are stuck or solving the problem incorrectly. There are several options for teachers and paraprofessionals during the sacred seven minutes, and all the options set the class up for what comes after the sacred seven minutes.
  - a. Teachers might use the time to collect thinking or collaborative language they want to highlight to boost the problem-solving culture in the room. For example, at the end of the seven minutes, they may share with the class as they read off their *highlight reel*, “I heard a team get to a place of stuck, look at each other, and say, ‘Let’s try to build it!’ What a great way to push your brains and think flexibly about the problem! I heard another team discussing their ideas and even though they each thought of a different path to solve the problem, they said, ‘I agree your strategy will work, too!’ and they went on to record their different strategies. What a great way to honor each other’s thinking and learn from one another!”
  - b. Teachers might use the time to complete their teacher’s version of the application problem. They may complete it with multiple strategies, so they can ensure that there is something on the paper that any student can use to make an edit on their own papers. Teachers may purposefully embed a misconception in their teacher’s version, so students have to find the mistake and use the discussion of that misconception to help them reflect on their own work.

- c. Teachers might use the time to write two solutions out on the board. On one side of the board, the teacher records a strategy that embeds a common misconception they see students making. On the other side of the board, the teacher records a strategy that does not have the misconception. If teachers notice students' work is messy or not labeled, they may put the messy, unlabeled model on one side of the board, and a neat, labeled model on the other side for students to compare and contrast.
- d. Teachers might use the time to build the application problem with concrete tools such as linking cubes, base ten blocks, Cuisenaire rods, fraction tiles, square tiles, centimeter cubes, algebra tiles, etc.

### Reflection #3:

What is the power in having all adults distance from students during the sacred seven minutes? How does this address mindset and skills gaps? How does it support the teacher in being able to respond to the greatest needs of the class?

3. When the timer rings, teachers might say, "Wherever you are is right where you're supposed to be. Some of you feel done, some of you feel like you're just starting or are in the middle of your problem-solving. That's okay. We are just going to move to the next part of our process where you gather more information to take back to your work." Students could gather new information to inform their edit in many different teacher-facilitated ways. Depending on the action teachers choose, this part of the DARE-process takes three to six minutes. Teachers can set a timer to ensure they do not exceed six minutes. The goal is for students to find their individual edit, not to have all students get the right answer and the problem complete.
  - a. Teachers might have students gallery walk. If so, teachers give the students something specific to look for among the papers in the classroom. For example, "I noticed three different ways students chose to draw a representation for this problem. Find all three ways in the room. Choose one you did not use that you would like to add onto your paper to show your thinking in a new way. Stand by that strategy and study it until the timer goes off." Teachers set a timer for one or two minutes depending on how long they feel the search and study will take. Then, when the timer goes off, the teacher can invite students to huddle at the different places students are standing. It might sound like this, "Let's go over here where this group is standing. "What did you all notice or wonder about how this mathematician chose to draw the problem?" If the class is too large to huddle around the desk or table, teachers can pick up the three papers that students are standing by and place them under the document camera. At this point, teachers might reread the text asking students to observe the representation and be ready to defend how it tells the story of the text. Students can stand near the projected images on the wall to discuss what they notice and wonder about the three strategies and how they tell the story of the text.
  - b. Teachers might invite students to huddle at the board where they have recorded two images, either a correct and incorrect strategy and/or answer, or a messy and nicely detailed representation. Teachers might ask, "Which one makes more sense and why?" Students pair-share before offering their ideas to the whole group as the teacher facilitates their discussion. Teachers may end this huddle with, "If you feel like you have an edit to make based on what you see up here, you can go back to your paper and start making that edit. If you want to discuss this more, stay up here." Then, you can have a smaller group who needs to talk more about what they might make for their edit, or you can help the smaller group own their misconception.
  - c. Teachers might invite students to huddle around their teacher's version on a table or projected from the document camera. Teachers reread the text asking students to think about how the work they are observing does or does not represent the text. After students pair-share, teachers facilitate the class discussion on students' notices and wonders. Teachers might ask those students who have found an edit to return to their seats to start editing, and those students who want to talk more about the problem to remain in a small group to look more deeply at the problem. It is possible that looking at a teacher's version can be visually overwhelming to students. One strategy teachers might use is to isolate one area of the teacher's version for

students to study closely such as the model or the calculations. Teachers might also choose to have students point to the part they want to study closely and have them hone into just that part while teachers read the text and students make connections.

- d. Teachers might invite students to huddle around the concrete representation of the problem. Teachers may say, “I’m going to reread the problem. When you notice a relationship between the text and what you see built in front of you, put your thumb up or point to what you see.” Once teachers observe students’ thumbs up or pointing, they pause their reading and ask students to pair-share what they notice. Then, the teachers facilitate a whole-group share of what they see. The teacher continues to read and stop as students continue to connect what they see build in relationship to the text. Then, teachers dismiss those who are ready to make an edit and work with the smaller group of students who are still trying to figure it out.

#### Reflection #4:

What is the power in supporting those students who choose to stay longer at the huddle versus going around and helping individual groups? How does this address mindset and skills gaps?

4. Next, teachers set a timer for two minutes for students to make their edit. Some students may need to get up again to revisit the image or concrete representation to help them. Some students at this time may choose to focus on drawing a picture that represents the text. Some may edit their answer; some may edit their abstract calculations. Differentiation is in the students’ output. All students choose the edit that makes sense to them.
5. In closure, students reflect by pair-sharing their edit. They may say, “My grow was…” and describe what they did to show how they grew their math understanding from working on the problem.

The entire DARE process lasts 12 – 15 minutes. Timers ensure that we keep moving through the process, emphasizing that finishing the problem is not the goal, rather finding growth from working through the process is the goal.

#### Reflection #5:

What is the power in running a timer? In allowing students to find their own edit or grow? In seeing closure as a reflection rather than a resolution?

#### ***So, we have a bunch of unfinished, incorrect papers? How do we send those home to families?***

The DARE process works best when used daily. Daily application problems, such as those found in *EngageNY/Eureka Math* are coherent across a unit or module. Therefore, it is common for students to have many unfinished, incorrect problems at the start of the unit or module and have very few unfinished, incorrect problems at the end of the unit. Teachers have implemented many different strategies to encourage students to build understanding over time and reflect on that understanding.

1. Teachers will copy the DARE-ing application problems in one-week or entire unit packets. These packets stay in the classroom and students pick them up daily to complete the next problem in the packet. Students will often independently flip back to previous problems to help inform their problem solving on new problems, especially as their understanding builds. In addition, teachers will choose one day where students reflect on past application problems and choose one they want to bring to *final draft*. Their DARE-ing Application Problem Packets look much like their writers’ journals. They have many rough drafts, but they choose one or more to bring to final draft and bring home. Students from grades Kindergarten and up can choose one paper to bring to final draft. As the students get older, teachers might also have students reflect by looking through their packets and labeling different problems with post-it notes. One may be “Trash it!” a problem that students did not like and they label it and write why they did not like it. One may be “Most Growth!” a problem that the students grew the most from working through and they label it and write about their growth.

2. Some teachers have DARE-ing application problems projected on the wall. On some days, students move to a vertical, non-permanent work surface as suggested in Peter Liljedahl's book *Building Thinking Classrooms in Mathematics*, and they complete the problem looking from the projected text back to their workspace. Other days, teachers may project the text and students work the problem out on paper. In either situation, teachers are building students' flexibility in moving from the text to their workspace, a skill needed during the State Assessment System exam for grades 3 and up. Teachers might support students in learning how to fold and label their blank paper to allow space for the answer statement, the model, and the calculations, or they may direct students to draw lines on their vertical, non-permanent work surface in order to organize the parts on the large open expanse of whiteboard.
3. Many teachers will send a letter home with students to explain the goal of the DARE-ing application problem process. The letter highlights what to look for, how to discuss what they see with their students to promote further growth.

### Reflection #6:

What is the power in daily interaction with daily DARE-ing problem solving versus occasional interaction?

### What happens if my students do not discuss or agree?

Creating a culture of collaboration takes time. There are several strategies teachers use to create this culture.

1. Teachers might initially set a timer for one minute where students do not pick up any writing utensils and instead just discuss what they notice and wonder in the problem and what they might try first to problem-solve. When the timer goes off, teachers can invite students to keep talking or start to write out their ideas.
2. Before launching the students, teachers might say, "Mathematicians love to discuss or talk about their ideas before solving problems. Sometimes, they will discuss all the way through their problem-solving, checking in with each other before and after each step they take. Mathematicians love the challenge of trying to put their thinking into words they can communicate to others. Today, I can't wait to walk around and capture the different ways you discuss your thinking before, during, and after each step of your problem-solving process. I can't wait for partners to say things such as, "What do you think we should do first?" or "What do you think this problem is asking?" or "I'm thinking we should draw something that represents these numbers, what do you think?" When teachers hear a discussion comment in the room, they might pause the whole class to shout out, "Listen to what I just heard!" Teachers may just occasionally yell out, "It sounds too quiet in here! I can't wait to hear mathematicians collaborating!" Teachers keep these comments quick and they only take place when there is a need to build the culture of collaboration. Once that culture exists, teachers do not need to interrupt the students while working.
3. Teachers might walk around the room with their data tracker highlight reel, gathering collaborative comments. Then, once the seven minutes is up, they may summarize some of the comments they heard, so students hear more ideas for collaboration, and they understand the value in the process.
4. Students are allowed to disagree, even though "agree" is part of the DARE process. Teachers emphasize that everyone has a right to their own thinking, a responsibility to lean in and listen to the thinking of others, and a right to change their minds or not. The "agree" part of the DARE process might be, "I agree that your strategy will work also. Let's both solve the problem with our different strategies and we can compare them once we get them down." or "I agree that we see this problem differently. Let's both solve the problem and see if we can defend our thinking once we have it down on paper." Supporting students in *agreeing to disagree* can be more powerful than getting them to completely agree on the same strategy and same solution.

### Reflection #7:

What is the power in allowing students to agree to disagree before recording their thinking?

### ***What happens if my students always skip one part of the process such as the model?***

According to Mike Flynn in *Redefining What it Means to be Good at Math*, 2020, The ultimate goal for building understanding in mathematics is for students to be able to show math concepts concretely, representationally, and abstractly and describe the bridges between those strategies. Therefore, in every DARE-ing process, teachers encourage students to use tools to build, to draw a model, and to calculate. Then, students can push their brains to note how those three strategies connect. If students are always skipping the model and moving right to abstract calculations, teachers might choose to run the DARE process for one week where students only draw a model to solve the problem. Teachers might have students find the one strategy they did not use in their seven minutes and record that strategy as their edit. Teachers might choose each debrief time to focus on the strategy that most students are avoiding. For example, if no one is choosing tools, teachers might choose to build each problem and huddle around the concrete tools to connect to text. Then, teachers may pose the challenge, “I wonder how many of you will push your brains to try to build the next application problem?”

### ***It sounds like the DARE Process might look a little different each day. How will I know what to do?***

The student-start process changes teachers’ planning. Instead of planning the traditional “*I do, we do, you do*” teachers plan problems that will allow students to get stuck, give students time to get stuck, observe the place of stuck, and huddle around something that is built, drawn, or calculated to have students notice and wonder about edits they can make to help them get unstuck. The most important preparation teachers can do for a class is to prepare the problems, and solve those problems themselves, pushing themselves to build, draw, and calculate. This preparation can require a lot of personal grace, as we all run into mathematical situations we cannot build or draw because those strategies were not common when we were math students. Our own collaboration with others is important, as well as shifting our own mindsets to the idea that math problems do not exist to test what we *know*, but rather to allow us to *grow*. As we approach each preparation and each class, let us enter with our own personal emphasis on growth and shed the cultural emphasis on perfection.

### ***Reflection #8:***

How is social emotional learning integrated into the DARE process? What other questions would you like answered on this document?

## ***Classroom Observation:***

What did you notice or wonder about the following during the DARE-ing Problem Solving Process:

1. Distributing the application problem without scaffolding?
2. Using a timer to facilitate the process and build student engagement?
3. What the teacher is doing during the sacred seven minutes?
4. Students' collaboration in discussing, agreeing, and recording their thinking?
5. The teacher's response to students' discussing, agreeing, and recording their thinking?
6. Debriefing the sacred seven minutes to support students in finding an edit or a grow?
7. Utilizing the highlight reel to boost the DARE-ing problem-solving culture?
8. The closure of the DARE process?
9. Teacher's emphasis on social emotional learning?
10. Other notes/questions:



## 2023 Summer Learning

Elementary School  
Programming Monday - Friday 8:10-3  
July 10th - August 11th

Extended School Year (ESY) - Pull out special education services

*Tues, Wed, Thurs (8:10-Noon)*

The Learning Academy - Provides students with 60 hours of direct instruction in literacy and math *Tues, Wed, Thurs (8:10-Noon)*

Project Extra - Provides enrichment opportunities *Mon and Fri 8-3 Tues, Wed, Thurs 12-3*

Laconia Middle School  
Programming Monday - Friday 8:10-3

Extended School Year (ESY) - Pull out special education services

*Tues, Wed, Thurs (8:10-Noon)*

The Learning Academy - Provides students with enrichment in literacy and STEM *Tues, Wed, Thurs (8:10-Noon)*

The REAL Initiative - Provides enrichment opportunities

*Mon and Fri 8-3 Tues, Wed, Thurs 12-3*

Keeping Your Cool - Program for rising 6th grades to provide a transitional opportunity prior to the start of middle school. August 10th and 11th.

Laconia High School  
Programming Monday - Friday 8:10-3

Extended School Year (ESY)

Credit Recovery - A week long opportunity to recover competency in a class. This is for students who have a 50 or above.

The Learning Lab - Theme - Student Destructive Decisions (sexting, sexual harassment, bullying). 45 hours students who are seeking course recovery in core content. Project based learning. 5 weeks and can recover up to 2 credits. *Tues, Wed, Thurs (9-Noon). Below a 50*

Rising 9th graders - World cultural exploration 4 weeks long. ½ credit

HUOT - Career Exploration camp June 26-June 30th.

Laconia School District Budget Analysis  
General Fund Report

July 1, 2022                      -                      May 23,2023

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
<b>1100 Salaries</b>	<b>8,082,548.00</b>	-	<b>8,082,548.00</b>	<b>6,283,866.03</b>	<b>1,740,283.84</b>	<b>58,398.13</b>
<b>1100 Contracted Service Instructional</b>	<b>89,300.00</b>	-	<b>89,300.00</b>	<b>99,365.47</b>	<b>1,182.74</b>	<b>(11,248.21)</b>
<b>1100 Supplies and books</b>	<b>228,718.00</b>	<b>(2,974.78)</b>	<b>225,743.22</b>	<b>189,277.06</b>	<b>10,794.07</b>	<b>25,672.09</b>
<b>1100 Furniture &amp; Equipment</b>	<b>54,100.00</b>	<b>8,974.78</b>	<b>63,074.78</b>	<b>45,895.17</b>	<b>7,037.26</b>	<b>10,142.35</b>
<b>1100 Dues</b>	<b>2,600.00</b>	-	<b>2,600.00</b>	<b>964.88</b>	-	<b>1,635.12</b>
<b>TOTAL 1100 REGULAR EDUCATION</b>	<b>8,457,266.00</b>	<b>6,000.00</b>	<b>8,463,266.00</b>	<b>6,619,368.61</b>	<b>1,759,297.91</b>	<b>84,599.48</b>
<b>1200 Salaries</b>	<b>3,925,473.00</b>	-	<b>3,925,473.00</b>	<b>2,571,443.38</b>	<b>558,392.60</b>	<b>795,637.02</b>
<b>1200 Testing and Admin PD</b>	<b>6,000.00</b>	-	<b>6,000.00</b>	<b>1,805.13</b>	<b>909.62</b>	<b>3,285.25</b>
<b>1200 Contracted Services Spec. Ed</b>	<b>1,788,868.00</b>	-	<b>1,788,868.00</b>	<b>1,722,611.31</b>	<b>623,316.87</b>	<b>(557,060.18)</b>
<b>1200 Tuition</b>	<b>939,314.00</b>	-	<b>939,314.00</b>	<b>672,119.80</b>	<b>131,948.76</b>	<b>135,245.44</b>
<b>1200 Supplies and Books</b>	<b>35,373.00</b>	-	<b>35,373.00</b>	<b>29,805.79</b>	<b>2,383.73</b>	<b>3,183.48</b>
<b>1200 Software</b>	<b>3,950.00</b>	-	<b>3,950.00</b>	<b>3,233.72</b>	-	<b>716.28</b>
<b>1200 Furniture &amp; Equipment</b>	<b>10,394.00</b>	-	<b>10,394.00</b>	<b>4,884.76</b>	-	<b>5,509.24</b>
<b>1200 Dues and Fees</b>	<b>2,100.00</b>	-	<b>2,100.00</b>	<b>385.92</b>	-	<b>1,714.08</b>
<b>TOTAL 1210 SPECIAL EDUCATION</b>	<b>6,711,472.00</b>	-	<b>6,711,472.00</b>	<b>5,006,289.81</b>	<b>1,316,951.58</b>	<b>388,230.61</b>
<b>1290 Salaries</b>	<b>79,639.00</b>	-	<b>79,639.00</b>	<b>21,626.99</b>	-	<b>58,012.01</b>
<b>1290 Contracted Services</b>	<b>66,567.00</b>	-	<b>66,567.00</b>	-	-	<b>66,567.00</b>
<b>1290 Supplies</b>	<b>1,500.00</b>	-	<b>1,500.00</b>	<b>767.73</b>	-	<b>732.27</b>
<b>TOTAL 1211 EXTENDED SCHOOL YR</b>	<b>147,706.00</b>	-	<b>147,706.00</b>	<b>22,394.72</b>	-	<b>125,311.28</b>
<b>1300 Salaries</b>	<b>804,199.00</b>	-	<b>804,199.00</b>	<b>632,323.09</b>	<b>184,985.99</b>	<b>(13,110.08)</b>
<b>1300 Contracted Services</b>	<b>86,500.00</b>	-	<b>86,500.00</b>	<b>70,144.84</b>	<b>11,653.28</b>	<b>4,701.88</b>
<b>1300 Tuition</b>	-	-	-	<b>822.66</b>	-	<b>(822.66)</b>
<b>1300 Supplies and Books</b>	<b>62,500.00</b>	-	<b>62,500.00</b>	<b>46,940.28</b>	<b>1,535.52</b>	<b>14,024.20</b>
<b>1300 Equipment</b>	<b>3,500.00</b>	-	<b>3,500.00</b>	<b>2,134.47</b>	<b>808.00</b>	<b>557.53</b>
<b>TOTAL 1300 VOCATIONAL</b>	<b>956,699.00</b>	-	<b>956,699.00</b>	<b>752,365.34</b>	<b>198,982.79</b>	<b>5,350.87</b>
<b>1600 Salaries</b>	<b>63,953.00</b>	-	<b>63,953.00</b>	<b>132,527.96</b>	<b>2,894.19</b>	<b>(71,469.15)</b>
<b>1600 Supplies and Books</b>	<b>15,360.00</b>	-	<b>15,360.00</b>	<b>53,417.98</b>	<b>1,100.80</b>	<b>(39,158.78)</b>
<b>1600 Telephone,Postage Advert.</b>	<b>5,112.00</b>	-	<b>5,112.00</b>	<b>2,203.25</b>	-	<b>2,908.75</b>
<b>1600 Printing</b>	<b>750.00</b>	-	<b>750.00</b>	<b>167.20</b>	-	<b>582.80</b>
<b>1600 Dues</b>	<b>2,500.00</b>	-	<b>2,500.00</b>	<b>971.25</b>	<b>404.25</b>	<b>1,124.50</b>
<b>TOTAL 1600 Adult Ed</b>	<b>87,675.00</b>	-	<b>87,675.00</b>	<b>189,287.64</b>	<b>4,399.24</b>	<b>(106,011.88) **</b>

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
1400 Salaries	207,650.00	22,500.00	230,150.00	213,056.00	1,125.00	15,969.00
1400 Supplies	34,850.00		34,850.00	33,556.76		1,293.24
1400 Purchased Services	102,700.00	(22,500.00)	80,200.00	73,413.78	258.90	6,527.32
<b>TOTAL 1400 Student Activities</b>	<b>345,200.00</b>	<b>-</b>	<b>345,200.00</b>	<b>320,026.54</b>	<b>1,383.90</b>	<b>23,789.56</b>
1430 Salaries	14,500.00		14,500.00			14,500.00
1430 Supplies	1,000.00		1,000.00			1,000.00
<b>TOTAL 1430 Summer Program</b>	<b>15,500.00</b>	<b>-</b>	<b>15,500.00</b>	<b>-</b>	<b>-</b>	<b>15,500.00</b>
2112 Families in Transition	1,500.00		1,500.00			1,500.00
<b>TOTAL 2112 Attendance Services</b>	<b>1,500.00</b>	<b>-</b>	<b>1,500.00</b>	<b>-</b>	<b>-</b>	<b>1,500.00</b>
2113 Salaries	79,805.00		79,805.00	38,888.85	9,459.47	31,456.68
<b>TOTAL 2113 Social Work</b>	<b>79,805.00</b>	<b>-</b>	<b>79,805.00</b>	<b>38,888.85</b>	<b>9,459.47</b>	<b>31,456.68</b>
2120 Salaries	620,296.00		620,296.00	482,729.47	129,223.06	8,343.47
2120 Testing	25,540.00	-	25,540.00	-	-	25,540.00
2120 Supplies	5,150.00	-	5,150.00	3,353.98	549.97	1,246.05
<b>TOTAL 2120 Guidance</b>	<b>650,986.00</b>	<b>-</b>	<b>650,986.00</b>	<b>486,083.45</b>	<b>129,773.03</b>	<b>35,129.52</b>
2134 Salaries	330,665.00		330,665.00	251,742.31	75,522.69	3,400.00
2134 Contracted Services	4,500.00		4,500.00	190.00	4,310.00	-
2134 Supplies	8,600.00		8,600.00	8,419.35	89.56	91.09
<b>TOTAL 2134 Health Services</b>	<b>343,765.00</b>	<b>-</b>	<b>343,765.00</b>	<b>260,351.66</b>	<b>79,922.25</b>	<b>3,491.09</b>
2143 Salaries	227,418.00	-	227,418.00	202,078.34	25,339.66	-
2143 Supplies	4,000.00		4,000.00	1,208.63	-	2,791.37
<b>TOTAL 2143 Psychological Service</b>	<b>231,418.00</b>	<b>-</b>	<b>231,418.00</b>	<b>203,286.97</b>	<b>25,339.66</b>	<b>2,791.37</b>
2152 Salaries	207,479.00	-	207,479.00	112,224.36	24,209.27	71,045.37
2152 Supplies	9,793.00		9,793.00	8,605.62	677.08	510.30
<b>TOTAL 2152 Speech</b>	<b>217,272.00</b>	<b>-</b>	<b>217,272.00</b>	<b>120,829.98</b>	<b>24,886.35</b>	<b>71,555.67</b>
2160 Salaries	\$ 68,606.00	\$ -	\$ 68,606.00	\$ 52,635.54	\$ 15,832.14	\$ 138.32
2160 Supplies	\$ 1,575.00	\$ -	\$ 1,575.00	\$ 1,674.84	\$ -	\$ (99.84)
2160 Equipment	\$ 5,646.00	\$ -	\$ 5,646.00	\$ 5,613.00	\$ 28.02	\$ 4.98
<b>TOTAL 2160 OT/PT Services</b>	<b>75,827.00</b>	<b>-</b>	<b>75,827.00</b>	<b>59,923.38</b>	<b>15,860.16</b>	<b>43.46</b>

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
2163 Salaries	52,641.00		52,641.00	40,493.07	12,147.93	-
<b>TOTAL 2163 COTA</b>	<b>52,641.00</b>	<b>-</b>	<b>52,641.00</b>	<b>40,493.07</b>	<b>12,147.93</b>	<b>-</b>
2212 Salaries	10,000.00		10,000.00			10,000.00
2212 Professional Training	31,275.00		31,275.00	16,205.44	53.98	15,015.58
<b>TOTAL 2212 Instruction and Curriculum</b>	<b>41,275.00</b>	<b>-</b>	<b>41,275.00</b>	<b>16,205.44</b>	<b>53.98</b>	<b>25,015.58</b>
2213 Salaries	1,000.00		1,000.00			1,000.00
2213 Course Reimbursement	79,100.00	-	79,100.00	25,194.33	794.00	53,111.67
2213 Recertification	150.00	-	150.00	-	-	150.00
2213 Professional Development	49,500.00	-	49,500.00	11,756.49	4,537.01	33,206.50
<b>TOTAL 2213 Staff Training</b>	<b>129,750.00</b>	<b>-</b>	<b>129,750.00</b>	<b>36,950.82</b>	<b>5,331.01</b>	<b>87,468.17</b>
2222 Salaries	281,315.00		281,315.00	240,501.95	42,313.35	(1,500.30)
2222 Books and Materials	38,000.00	(7,000.00)	31,000.00	24,740.53	1,346.54	4,912.93
2222 Software	2,500.00	(2,000.00)	500.00	-	0	500.00
<b>TOTAL 2222 Media Services</b>	<b>321,815.00</b>	<b>(9,000.00)</b>	<b>312,815.00</b>	<b>265,242.48</b>	<b>43,659.89</b>	<b>3,912.63</b>
2225 Salaries	232,982.00		232,982.00	208,795.60	27,116.86	(2,930.46)
2225 Conference and Training	2,000.00		2,000.00	2,000.00	-	-
2225 Contracted Services	10,000.00		10,000.00	5,721.17	4,169.50	109.33
2225 Telecommunicaitons	58,667.00		58,667.00	47,407.24	2,912.91	8,346.85
2225 Networking	7,650.00		7,650.00	2,194.80	2,600.99	2,854.21
2225 Supplies	16,500.00		16,500.00	8,090.42	4,126.11	4,283.47
2225 Software	156,537.00		156,537.00	174,191.61	183.00	(17,837.61)
2225 New Equip - Computers	175,246.00		175,246.00	195,201.59	-	(19,955.59)
<b>TOTAL 2225 Technology</b>	<b>659,582.00</b>	<b>-</b>	<b>659,582.00</b>	<b>643,602.43</b>	<b>41,109.37</b>	<b>(25,129.80)</b>
2290 Travel - In/Out District	10,000.00		10,000.00	3,760.43	332.09	5,907.48
<b>TOTAL 2290 Travel</b>	<b>10,000.00</b>	<b>-</b>	<b>10,000.00</b>	<b>3,760.43</b>	<b>332.09</b>	<b>5,907.48</b>
2310 Salaries	10,500.00		10,500.00	7,875.00		2,625.00
2310 Conference Expense	500.00		500.00	-		500.00
2310 Contracted Services	-		-	315.00		(315.00)
2310 Prof Books and Dues	6,500.00		6,500.00	5,948.77		551.23
2310 Other Expenses	5,000.00		5,000.00	5,965.68		(965.68)
2310 Strategic Plan	3,500.00		3,500.00	558.67		2,941.33
<b>TOTAL 2310 School Board Services</b>	<b>26,000.00</b>	<b>-</b>	<b>26,000.00</b>	<b>20,663.12</b>	<b>-</b>	<b>5,336.88</b>
2310 District Audit	10,000.00	-	10,000.00	8,780.00	1,220.00	-
<b>TOTAL 2317 Audit</b>	<b>10,000.00</b>	<b>-</b>	<b>10,000.00</b>	<b>8,780.00</b>	<b>1,220.00</b>	<b>-</b>

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
2318 District Legal Fees	60,000.00		60,000.00	69,541.58		(9,541.58)
<b>TOTAL 2318</b>	<b>60,000.00</b>	<b>-</b>	<b>60,000.00</b>	<b>69,541.58</b>	<b>-</b>	<b>(9,541.58)</b>
2319 District Advertising	35,000.00		35,000.00	34,277.17	5,443.73	(4,720.90)
2319 Criminal Records	8,500.00		8,500.00	8,350.25	139.25	10.50
<b>2319 Other School Board Services</b>	<b>43,500.00</b>	<b>-</b>	<b>43,500.00</b>	<b>42,627.42</b>	<b>5,582.98</b>	<b>(4,710.40)</b>
2321 Salaries	203,777.00		203,777.00	182,495.03	23,281.97	(2,000.00)
2321 Professional Development	6,000.00		6,000.00	4,712.49		1,287.51
2321 Contracted Service - Maint	10,500.00		10,500.00	7,299.21	-	3,200.79
2321 Telephone	4,500.00		4,500.00	2,633.66	234.58	1,631.76
2321 Postage	8,500.00		8,500.00	1,681.14	6,127.50	691.36
2321 Car Allowance	1,500.00		1,500.00	1,500.00		-
2321 Staff Travel	-		-	53.93		(53.93)
2321 Conference - Staff	6,500.00		6,500.00	5,679.45		820.55
2321 Supplies	8,500.00		8,500.00	7,848.46	2,555.95	(1,904.41)
2321 Dues and Fees	11,250.00		11,250.00	9,311.67	98.85	1,839.48
<b>TOTAL 2321 Office of the Superintendent</b>	<b>261,027.00</b>	<b>-</b>	<b>261,027.00</b>	<b>223,215.04</b>	<b>32,298.85</b>	<b>5,513.11</b>
2331 Salaries	272,210.00		272,210.00	235,669.61	22,911.32	13,629.07
2331 Professional Development	1,500.00		1,500.00	1,229.89		270.11
2331 Car Allowance	1,500.00		1,500.00	1,500.00		-
<b>TOTAL 2331 Admin Services - Regular Pgm</b>	<b>275,210.00</b>	<b>-</b>	<b>275,210.00</b>	<b>238,399.50</b>	<b>22,911.32</b>	<b>13,899.18</b>
2410 Salaries	1,352,192.00		1,352,192.00	1,174,391.84	173,762.58	4,037.58
2410 Professional Development	16,500.00		16,500.00	8,264.76	2,041.20	6,194.04
2410 NEASC Follow up/recommendation	5,000.00		5,000.00	3,860.00		1,140.00
2410 Contracted Services	3,500.00		3,500.00			3,500.00
2410 Postage and Printing	13,400.00		13,400.00	5,301.71	3,546.86	4,551.43
2410 Supplies	12,500.00		12,500.00	10,897.58	520.62	1,081.80
2410 Dues and Fees	6,500.00		6,500.00	1,545.00	560.00	4,395.00
<b>2410 Office of the Principal</b>	<b>1,409,592.00</b>	<b>-</b>	<b>1,409,592.00</b>	<b>1,204,260.89</b>	<b>180,431.26</b>	<b>24,899.85</b>
2490 Salaries	246,767.00		246,767.00	220,278.48	26,800.87	(312.35)
2490 Professional Development	3,500.00		3,500.00	2,017.01	826.99	656.00
2490 Postage and Printing	8,900.00		8,900.00	5,409.95	700.00	2,790.05
2490 Supplies	2,000.00		2,000.00	1,405.92	142.55	451.53
2490 Dues and Fees	250.00		250.00	200.00		50.00
2490 Graduation	8,850.00	3,000.00	11,850.00	3,898.09	6,534.54	1,417.37
<b>TOTAL 2490 Other support Admin</b>	<b>270,267.00</b>	<b>3,000.00</b>	<b>273,267.00</b>	<b>233,209.45</b>	<b>35,004.95</b>	<b>5,052.60</b>

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
2510 Salaries	297,144.00		297,144.00	245,904.55	33,804.55	17,434.90
2510 Training	1,000.00		1,000.00	-		1,000.00
2510 Licence Fees	15,500.00		15,500.00	15,112.17		387.83
2510 Car Allowance	1,500.00	(1,500.00)	-	-		-
2510 Supplies	1,200.00		1,200.00	171.98		1,028.02
<b>TOTAL 2510 Fiscal Services</b>	<b>316,344.00</b>	<b>(1,500.00)</b>	<b>314,844.00</b>	<b>261,188.70</b>	<b>33,804.55</b>	<b>19,850.75</b>
2620 Salaries	951,256.00		951,256.00	775,447.72	113,668.69	62,139.59
2620 Water and Sewer	89,743.00		89,743.00	43,376.15	46,366.85	-
2620 Contracted Service Operations	340,940.00		340,940.00	378,451.24	157,496.86	(195,008.10)
2620 Contracted Service Spec. Proj	54,015.00		54,015.00	79,042.15	44,990.15	(70,017.30)
2620 Property and Liability Ins	144,754.00		144,754.00	135,284.68	-	9,469.32
2620 Telephone	21,950.00		21,950.00	13,719.96	2,163.27	6,066.77
2620 Car Allowance	-	1,500.00	1,500.00	1,500.00	-	-
2620 Supplies	239,225.00		239,225.00	124,511.68	60,767.08	53,946.24
2620 Natural Gas	318,850.00		318,850.00	194,977.51	123,872.49	-
2620 Electricity	430,380.00		430,380.00	338,547.73	91,832.27	-
2620 Gasoline	4,800.00		4,800.00	1,565.55	3,234.45	-
2620 Equipment	29,700.00		29,700.00	16,411.07	2,549.73	10,739.20
<b>2620 Plant Operations/Maintenance</b>	<b>2,625,613.00</b>	<b>1,500.00</b>	<b>2,627,113.00</b>	<b>2,102,835.44</b>	<b>646,941.84</b>	<b>(122,664.28)</b>
2650 Extraordinary Funds	-	367,795.54	367,795.54	182,741.41	174,784.48	10,269.65
<b>TOTAL 2650 Extraordinary Funds</b>	<b>-</b>	<b>367,795.54</b>	<b>367,795.54</b>	<b>182,741.41</b>	<b>174,784.48</b>	<b>10,269.65</b>
2121 Regular	420,479.00		420,479.00	424,284.58	93,218.50	(97,024.08)
2722 Ext Year Program	29,750.00		29,750.00	28,532.71		1,217.29
2722 Handicapped	373,354.00		373,354.00	293,824.45	111,273.04	(31,743.49)
2723 CTE	3,700.00		3,700.00	3,646.24		53.76
2724 Athletics	63,800.00		63,800.00	45,163.59	12,032.16	6,604.25
2725 Field Trips	13,500.00		13,500.00	4,902.03	3,957.44	4,640.53
<b>TOTAL 2700 Transportation</b>	<b>904,583.00</b>	<b>-</b>	<b>904,583.00</b>	<b>800,353.60</b>	<b>220,481.14</b>	<b>(116,251.74)</b>
2900 Salary Adjustment Account	60,000.00		60,000.00	-	-	60,000.00
2900 Health and Dental	5,042,462.00		5,042,462.00	4,534,219.85	13,312.73	494,929.42
2900 Life and Disability	13,500.00		13,500.00	11,270.43		2,229.57
2900 Fica	1,486,537.00		1,486,537.00	1,175,072.78	305,113.23	6,350.99
2900 Retirement	3,839,917.00		3,839,917.00	1,948,880.44	-	1,891,036.56
2900 Unemployment	17,662.00		17,662.00	4,348.87		13,313.13
2900 Workers Comp	150,267.00		150,267.00	123,709.34		26,557.66
2900 Leave Liability	65,000.00		65,000.00	-		65,000.00
2900 Place holder	2.00		2.00			2.00
<b>TOTAL 2900 Holding Accounts</b>	<b>10,675,347.00</b>	<b>-</b>	<b>10,675,347.00</b>	<b>7,797,501.71</b>	<b>318,425.96</b>	<b>2,559,419.33</b>

Account Number / Description	Adopted Budget	Amendments	Adjusted Budget	Expenditures	Encumbrances	Available
<b>4000 CIP</b>	<b>7.00</b>		<b>7.00</b>	-	-	<b>7.00</b>
<b>4600 CIP Building Improv</b>	<b>307,644.00</b>		<b>307,644.00</b>	-	<b>307,644.33</b>	<b>(0.33)</b>
<b>TOTAL 4000 Other</b>	<b>307,651.00</b>	-	<b>307,651.00</b>	-	<b>307,644.33</b>	<b>6.67</b>
<b>5100 Debt Service</b>	<b>2,128,546.00</b>	-	<b>2,128,546.00</b>	<b>2,123,512.71</b>	-	<b>5,033.29</b>
<b>TOTAL 5000 Debt Service</b>	<b>2,128,546.00</b>	-	<b>2,128,546.00</b>	<b>2,123,512.71</b>	-	<b>5,033.29</b>
<b>SUB-TOTAL GENERAL FUND</b>	<b>38,850,834.00</b>	<b>367,795.54</b>	<b>39,218,629.54</b>	<b>30,394,182.19</b>	<b>5,648,422.27</b>	<b>3,176,025.08</b>
Transfer to Food Service	1.00		1.00	-	-	1.00
Transfer to Federal Funds	1.00		1.00	18,747.29	-	-
Transfer to Expendable Trust	-		-	-	-	1.00
<b>TOTAL TRANSFERS</b>	<b>2.00</b>	-	<b>2.00</b>	<b>18,747.29</b>	-	<b>(18,747.29)</b>
<b>TOTAL BUDGET</b>	<b>38,850,836.00</b>	<b>367,795.54</b>	<b>39,218,631.54</b>	<b>30,412,929.48</b>	<b>5,648,422.27</b>	<b>3,157,277.79</b>
Things that will be paid out						
Holding Accounts						(2,259,546.54)
Additional Leave Liability						(107,940.30)
Course Reimbursement						(53,111.67)
EAL						(2,495.50)
Additional unencumbered Payroll						(130,000.00)
Estimated Fund Balance						604,183.78
<b>Summary</b>						
DISTRICT WIDE			16% Remaining			
ELEMENTARY			56% Remaining			
WHS			5% Over			
PSS			5% Remaining			
ESS			2% Remaining			
LMS			3% Remaining			
LHS			1% Remaining			
Adult Ed			69% Over			
Huot			1% Remaining			

\*\* Apprentice not budgeted, revenues offset

**Update on Select Grants (1 June 2023)**

<b>2022-23</b>	<b>Grant Allocation</b>	<b>End Date</b>
IDEA	\$ 645,757.51	9/30/2024
IDEA PreK	\$ 17,025.77	9/30/2024
Unified- Sped	\$ 3,400.00	9/30/2023
Title I	\$ 1,136,682.22	9/30/2023
Title I (w/roll-over)	\$ 1,365,768.69	9/30/2023
Title II	\$ 159,424.81	9/30/2024
Title IV	\$ 86,811.99	9/30/2024
RLIS	\$ 38,591.57	9/30/2024

<b>2023-24</b>	<b>Grant Allocation</b>	<b>End Date</b>
IDEA	\$ 662,184.23	9/30/2025
IDEA PreK	\$ 17,336.22	9/30/2025
Title I	\$ 1,418,317.96	9/30/2024

## ESSER II Grant

Categories	Allocated /Spent	Remaining Balance	
Staffing	\$2,781,257.07	\$0.00	
Materials	\$170,933.66	\$184,456.19	
Technology	\$350,483.56	\$441,417.70	
	\$3,302,674.29	\$625,873.89	\$3,928,548.18

4/21/2022

Categories	Allocated /Spent	Remaining Balance	
Staffing	\$2,927,754.27		
Materials	\$144,439.82		
Technology	\$856,354.09		
Not yet allocated		\$0.00	
	\$3,928,548.18	\$0.00	\$3,928,548.18

6/1/2023

## ESSER III Grant

Categories	Allocated /Spent	Remaining Balance	
Staffing	\$4,244.76	\$1,095,755.24	
Materials	\$30,060.76	\$366,675.58	
Technology	\$6,863.66	\$996,400.00	
Facilities	\$0.00	\$6,311,599.00	
	\$41,169.18	\$8,770,429.82	\$8,811,599.00

4/21/2022

Categories	Allocated /Spent	Remaining Balance	
Staffing	\$1,076,849.28		
Materials	\$30,060.76		
Technology	\$177,788.66		
Facilities	\$6,700,000.00		
Not yet allocated		\$846,900.30	
	\$7,984,698.70	\$846,900.30	\$8,831,599.00

6/1/2023

## DISTRICT OWNED VEHICLES

The purpose of the policy is to establish guidelines for use of district owned vehicles:

1. Use of district owned vehicles is restricted to Laconia School District employees for school related purposes. Persons using school vehicles must review and sign this Vehicle Use policy annually. This form must be filed in the Business Office.
2. Personal use of school vehicles is not permitted. Vehicles must be returned to school property daily.
3. Operators must hold a valid driver's license and a copy of said license will be attached to this policy at the time of signing.
4. Operators must notify the Superintendent of any change in driver's license status.
5. Operators must operate vehicles in accordance with all applicable federal, state and local laws.
6. All accidents and/or citations issued by law enforcement, during the operation of the school vehicle, must be immediately reported to the operator's direct supervisor and to the Business Office at SAU 30.
7. Seat belts must be worn at all times by all occupants in the vehicle.
8. Tobacco use in school vehicles is strictly prohibited.
9. Alcohol use and possession of alcohol in school vehicles is strictly prohibited.
10. Hand held device use is prohibited for the driver.
11. Vehicles must be locked and ignition off when unattended.
12. All district owned vehicles will be required to have school district identifying signage conspicuously placed on at least one side of the vehicle.
13. Adhering or affixing of bumper stickers, slogans, endorsements or any other decal is prohibited.
14. It is the responsibility of the ~~Facilities Manager~~ **Business Administrator and/or designee** to properly maintain all vehicles, including, but not limited to, conducting routine scheduled maintenance (i.e. oil change, tire rotation, etc.), assuring vehicle registration and inspection are valid and current, and maintaining interior and exterior cleanliness of the school maintenance vehicles.
15. A driver log book for all off campus destinations must be maintained. Log will include: date, name of operator, time in, time out, destination, mileage start and mileage end.
16. A copy of this policy will be maintained in each district owned vehicle.

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Signature of Employee

Date

First Review by Policy Committee: 04/05/2023  
Second Review by Policy Committee: 04/11/2023  
Second Read for Adoption: 06/06/2023

## **LIABILITY INSURANCE AND POOLED RISK MANAGEMENT**

The School Board may procure liability insurance to protect against such risks of loss, cost or damage to itself, its employees or its pupils, or other loss. Such insurance may include general liability coverage, automobile liability coverage, errors and omissions liability coverage, and other coverage as the Board may determine. Liability limits for all coverage will correspond to those limits established by applicable law.

The Board may also participate in a pooled risk management program. The pooled risk management program may be utilized for: the defense of claims and indemnification for losses arising out of the ownership, maintenance, and operation of real or personal property and the acts or omissions of school officials, school employees, or agents of the school district; the provision of loss prevention services including, but not limited to, inspections of property and the training of personnel; and the investigation, evaluation, and settlement of claims by and against the school district. Membership in a pooled risk management program will conform to the provisions set forth in RSA 5-B and related statutes.

Reviewed by Policy Committee: 04/04/2023  
Second Read for Adoption: 06/06/2023

## **STUDENT ABSENCES AND EXCUSES**

### **Absences**

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Administration may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Administrator or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Administration may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Administration will make a determination as to

whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Administration determines that good cause does not exist, the parents may request a conference with the Building Principal to again explain the reasons for non-attendance. The Building Principal may then reconsider the initial determination. However, at this juncture, the Building Principal's decision shall be final.

### **Family Vacations/Educational Opportunities**

Generally, absences other than for illness during the school year are discouraged. Family vacations that occur while school is in session are not considered excused absences. The Building Principal or his/her designee may make an exception for educational, family trips and college visits, provided that the itinerary and learning experiences are outlined in writing and work to be completed is approved prior to the trip. Parents should notify the Building Principal or designee either verbally or in writing prior to the trip. Appeals can be made to the Superintendent.

### **Truancy**

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing:

1. more than two hours of instructional time; and
2. fewer than three and one-half hours of instructional time.

The Building Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues. ~~The Laconia School District has designated the School Resource Officers as the Truant Officers.~~ **The Laconia School Board will designate a Truant Officer(s) at the beginning of each school year, to be reflected in school board minutes.**

### **Intervention Process to Address Truancy**

The Building Principal or designee shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal or designee identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause (s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

### **Parental Involvement in Truancy Intervention**

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal or designee will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

### **Developing and Coordinating Strategies for Truancy Reduction**

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent or designee is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

### **Parental Notification of Truancy Policy**

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board. Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is distributed to parents annually at the beginning of each school year.

**Adopted: July 16, 2002**

**Revised: October 5, 2010, September 3, 2019**

**Reviewed by Policy Committee: 04/11/2023**

**Second Read on Revisions: 065/06/2023**

## **TRUANCY**

Absent students not having parent/guardian permission are considered as being truant (unexcused). Habitual truancy has changed in definition consistent with HB 154 from 20 half days to 10 half days of unexcused absence. Half day of absence is delineated by either morning or afternoon (AM/PM) as stated in regular school hours. Truant students may be subject to school disciplinary measures in line with applicable Laconia School Board policies and the rules in the Parent-Student Handbook.

Students identified as truant will be contacted by either a school official, attendance coordinator or the school resource officer. If the truancy problem continues, the school administrator may utilize the court system through a CHINS Petition to maintain regular and punctual patterns of attendance for students as required in RSA 193:1.

Any staff member aware of a student leaving a class or the school grounds without permission shall report the departure immediately to the Principal.

**Adopted: July 20, 1999**

**Revised: 12/7/04**

**Revised: October 5, 2010**

**Reviewed by Policy Committee: 04/11/2023**

**To School Board for Withdrawal: 06/06/2023**

## **TRUANCY**

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- The Attendance Coordinator/School Resource Officer will be called to pick the child up if his/her location is known.
- Parents are notified.
- Administrators assign consequences consistent with the action. Generally, this will result in a detention or an in-school suspension.

Habitual truancy results in the following:

- a. Parent conference with the administrator
- b. Administrators reports multiple truanancies to DCYF/Police
- c. Administrator files a CHINS petition

Adopted: July 20, 1999

Revised: October 5, 2010

Reviewed by the Policy Committee: 04/11/2023

To School Board for Withdrawal: 06/06/2023

# **NH School Boards Association Sample Policy**

## **BDG - SCHOOL ATTORNEY**

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(Download policy)

### *Category O*

The Board recognizes that the increasing complexity of School District operations frequently requires procurement of professional legal services. Consequently, it shall retain an attorney or law firm for that purpose.

A decision to seek legal advice or assistance on behalf of the School District shall normally be made by the Superintendent or by persons specifically authorized by the Superintendent. Such action shall occur where it is consistent with approved District policy or standard practice and meets an obvious need of the District. It may also take place as a consequence of formal Board direction.

Many types of instances of legal assistance to the District may be considered routine and not necessitating specific Board approval or prior vote. For example, the Superintendent may consult with the school attorney to interpret statutory requirements or regulations, prepare or review contracts and seek legal opinions regarding other District issues.

However, when the administration concludes that unusual types or amounts of professional legal service may be required, Board authorization for such service shall be promptly requested.

Reviewed: February 2004

Revised: July, 1998

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# SALES QUOTE

Page: 1  
 Sales Quote Number: SQ159863  
 Sales Quote Date: 6/1/2023  
 Expiration Date: 7/31/2023

Job Name: Laconia High School - Exterior Rekey

Sell  
 To: Laconia School District  
 Bill Carusso  
 PO Box 309  
 Laconia, NH 03246

Ship  
 To: Laconia High School  
 Bill Carusso  
 345 Union Ave.  
 Laconia, NH 03246  
 Phone: 603-455-5710

Ship Via INSTALLER DELIVER  
 Customer ID LACSD

SalesPerson Joe King  
 Phone # 603-889-0152  
 Email jking@kamcolocksolutions.com

Item No.	Description	Unit	Quantity	Unit Price	Total Price
<b>Extra Cores</b>					
NSCY	8000-59B1-626 6-Pin LFIC Core 59B1 Keyway Satin Chrome	Each	15	83.20	1,248.00
<b>Keys</b>					
KLSKEYBASIC	KLS Bench Keying	Each	1	90.00	90.00
<b>(20) Keys Included in the Price</b>					
<b>Each Key is \$4.50</b>					
<b>Materials Subtotal: \$1,338.00</b>					
KLSLOINSTALL	KLS Lock Contract Install	Each	1	2,720.00	2,720.00
KLSKEYBASIC	KLS Bench Keying	Each	1	180.00	180.00
<b>Labor to Pin (15) Cores Included</b>					
<b>Labor Subtotal: \$2,900.00</b>					

Amount Subject to Sales Tax 0  
 Amount Exempt from Sales Tax 4,238.00

**Subtotal: 4,238.00**  
 Invoice Discount: 0.00  
 Total Sales Tax: 0.00  


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**Total: 4,238.00**

**MINIMUM 15% HANDLING CHARGE ON STOCK ITEMS MERCHANDISE RETURNED  
 PIECES, BAG GOODS AND NON-STOCK ITEMS ARE NON-RETURNABLE.  
 A SERVICE CHARGE OF 1 1/2% WILL BE APPLIED TO ALL PAST DUE INVOICES  
 MATERIAL STORED BY KAMCO LONGER THAN 30 DAYS IS SUBJECT TO A 5% PER MONTH STORAGE & HANDLING FEE  
 FULL KAMCO POLICIES CAN BE FOUND AT <https://www.kamcoboston.com/policies>**



*"The Facility Manager's Choice"*

Date: 6/1/23

**Customer: Laconia High School**

**Quote #: 159863**

**Project: Exterior Rekey**

**Scope of Work:**

1. Extra Cores
  - a. Install cores on Stadium doors. If the keyway is 59B1 already, then provide customer with (15) cores for their stock
2. Cut and provide customer with (20) new keys
3. Rekey (45) exterior and vestibule doors on site to new master key

Kamco Lock Solutions assumes the following unless otherwise specified on the above scope of work:

- All wiring to be done by others
- Work to be completed during normal business hours at standard labor rates
- All Hardware and Installation locations must be verified

**DISCLAIMER**

All quotes are valid for 60 days from date of issue.

Materials supplied by Kamco Lock Solutions are warranted for 1 year from the date of installation.

Freight charges are estimates only. Actual freight charges will be applied to the final invoice.

Established accounts with billing terms will be invoiced for approved work. Orders may be subject to a deposit for materials.

Down payment for materials required upon approval of quote for non-established accounts.



**A&B**  
LOCK AND SECURITY

11 Main Street  
Dover NH 03820  
(603) 527-0192  
Service@ablocknh.com

# Estimate

<b>ESTIMATE #</b>	4078
<b>DATE</b>	
<b>PO #</b>	

<b>CUSTOMER</b>
Laconia School District Bill Caruso PO Box 309 Laconia, NH, 03247-0309 (603) 455-5710 bcaruso@laconiaschools.org

<b>SERVICE LOCATION</b>
Laconia School District HIGH SCHOOL 345 Union Avenue Laconia, NH, 03246 (603) 455-5710 bcaruso@laconiaschools.org

<b>DESCRIPTION</b>	
LACONIA HIGH SCHOOL & HUOT CENTER, DOOR MONITORING SYSTEM, CLOUD BASED - cloud based, (40) hardwired door position systems (built off of a PDK access control system using input/output relays), (24 total openings with 40 doors) - allows for email and text alerts of any propped open doors, also mobile app and browser based control and notification (no software) - (3) PDK AUX8 relay panels to be centrally located and locally powered with battery backups in/out relay panels to be placed strategically around the school to hold up to 8 inputs and 8 outputs per panel, located in a secure enclosure, (1) network drop to closet server room included - IT Dept to locate to dictate what port and static IP info if required	

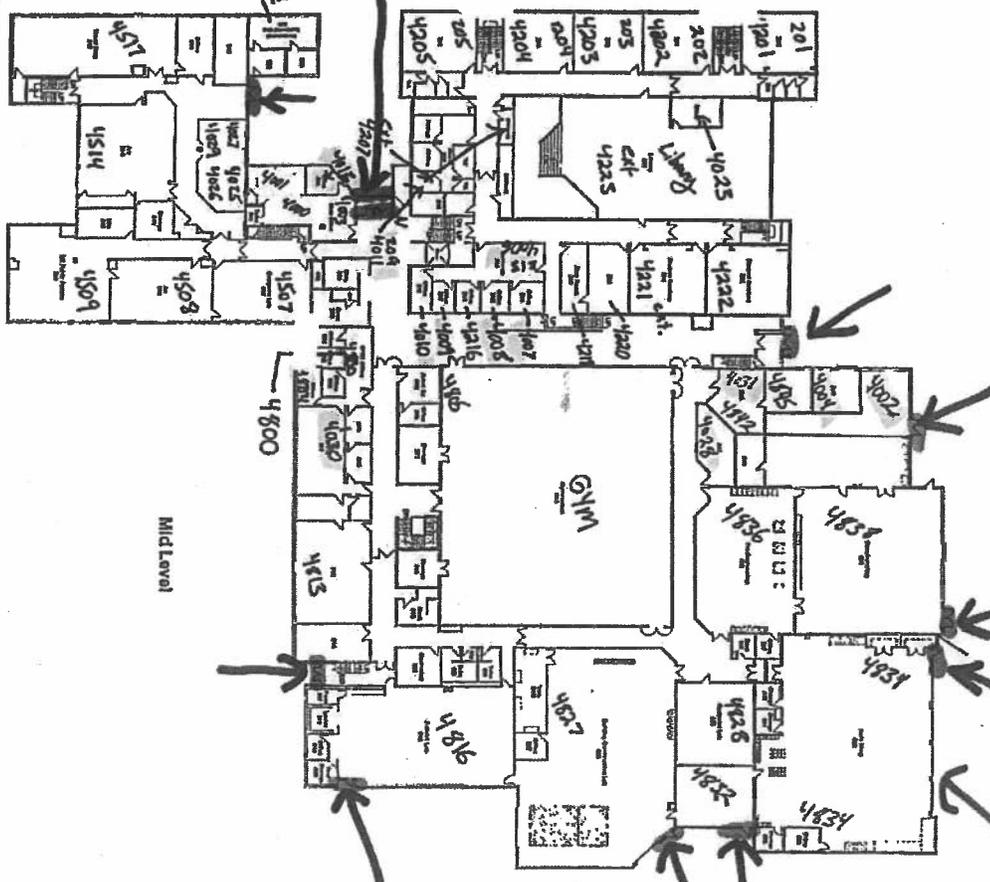
## Estimate

<b>Description</b>	<b>Qty</b>	<b>Rate</b>	<b>Total</b>
<b>Service Charge #1</b>			\$125.00
<b>PDK ANNUAL CLOUD FEE INPUT/OUT RELAY, (1) PER OUTPUT, \$5.50 PER RELAY PER MONTH</b>	24.00	\$66.00	\$1,584.00
<b>PDK RED cloud node &amp; single door controller (1 required per site), 12-24VDC, ethernet communications only, w/ enclosure</b>	1.00	\$798.00	\$798.00
<b>PDK RED AUX-8 input/output relay panel, wet ro dry output relays, 12VDC powered</b>	3.00	\$1,185.00	\$3,555.00
<b>12VDC backup battery, 7amp</b>	3.00	\$32.00	\$96.00
<b>GRI mini metal door contact, 18" armored cable, 1" max gap, (AL) finish</b>	40.00	\$42.00	\$1,680.00
<b>CAT6 &amp; 22/4 cable drop. Includes:labor, cable, connections, network connections, labeling and testing</b>	27.00	\$145.00	\$3,915.00

<b>General Materials (boxes, fasteners, conduit, ect)</b>	1.00	\$550.00	\$550.00
<b>LABOR: install, programming, networking, and testing</b>	1.00	\$3,600.00 0	\$3,600.00

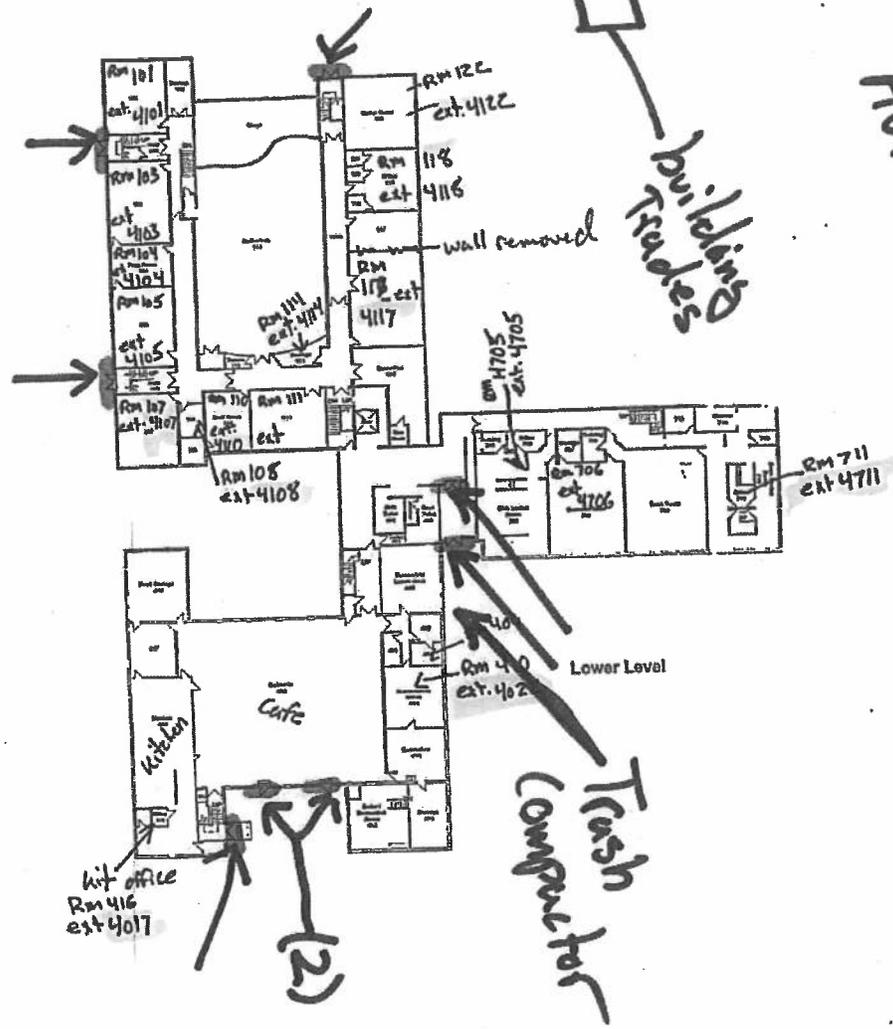

**Estimate Total: \$15,903.00**

Miss First Lobby



217255 LACONIA HIGH AND HURT (E)N COMPLETE.P0162019.P19

Union Ave side



Auto shops

Buildings Trades

Trash Computer

(2)



**Extension and Amendment of the  
School Bus Transportation Services Agreement**

**THIS EXENSION and AMENDMENT (the "Amendment")**, is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2023 by and between Laconia School District, with its principal offices at 39 Harvard Street, Laconia, NH 03246 (the "District") and First Student, Inc., with its national headquarters at 600 Vine Street, Suite 1400, Cincinnati OH 45202 and its local business offices for purposes of this Amendment located at 592 Laconia Road, Belmont NH 03220 (the "Contractor" and, collectively, the "Parties").

**WHEREAS**, the Parties entered into that certain School Bus Transportation Services Agreement, for a term commencing July 1, 2018 and terminating on June 30, 2023 (the "Agreement"); and

**WHEREAS**, Section 24.1 of the Agreement provides that the Contractor and the District may extend or otherwise modify the terms of the Agreement by mutual written agreement executed by the duly authorized representatives of the Parties; and

**WHEREAS**, the Parties desire to extend the term of the Agreement through June 30, 2026 (the "Extension Term"), implement new rates to be paid during the Extension Term and address fluctuations in diesel costs;

**NOW, THEREFORE**, the Parties mutually agree as follows:

1. **TERM.**  
The term of Agreement shall continue through June 30, 2026.
2. **COMPENSATION**  
During the period July 1, 2023 through June 30, 2026, the District agrees to pay the Contractor for services provided to the District at the rates specified in Exhibit 1 attached hereto.
3. **Fuel Costs**  
Section 5 of the Agreement is amended to add the following new sentence.

In the event that the cost of diesel fuel exceeds \$4.10 per gallon, the District will be invoiced for the difference based on the monthly usage. Conversely, if the cost of diesel fuel falls below \$3.70 per gallon, the District will receive a credit for the difference on a monthly basis.

Except as amended herein, all other terms and conditions of the Agreement shall remain in full force and effect.

**IN WITNESS WHEREOF**, this Amendment has been signed and executed on behalf of the Parties hereto by persons duly authorized on the day and year first written above.

**LACONIA SCHOOL DISTRICT**

By: \_\_\_\_\_

Title: \_\_\_\_\_

**FIRST STUDENT, INC.**

By: \_\_\_\_\_

Title: \_\_\_\_\_

**Lacona School District  
Exhibit A (Proposed)  
180 days**

	<b>Current</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Daily rate per bus	331.71	\$396.39	\$432.07	\$470.96
Regular Transportation <i>7 routes</i>	\$417,955.00	\$499,456.23	\$544,407.29	\$593,403.94
Daily rate per bus	\$365.77	\$437.10	\$476.43	\$519.31
Special Needs Transportation <i>In district 4 routes</i>	\$263,354.40	\$314,708.51	\$343,032.27	\$373,905.18
Late Bus <i>2 routes over 140 days</i>	\$26,583.00	\$31,766.69	\$34,625.69	\$37,742.00
<b>Total annual cost</b>	<b>\$695,154.79</b>	<b>\$830,709.97</b>	<b>\$905,473.87</b>	<b>\$986,966.52</b>

**Field and Sports Trips**

Cost per mile	\$2.45	\$2.53	\$2.61	\$2.70
Cost per hour wait time	\$22.25	\$22.97	\$23.72	\$24.49
Minimum in district	\$120.00	\$123.90	\$127.93	\$132.08
Minimum out of district	\$165.00	\$170.36	\$175.90	\$181.62
Monitor rate per hour	\$27.00	\$27.88	\$28.78	\$29.72

Diesel Fuel peg \$3.70 - 4.10