

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCCOOK VALLEY SCHOOL BOARD

Tuesday, August 19, 2014

School Board Induction Series
Topic: Curriculum & Instruction
5:00 p.m. to 6:45 p.m.

School Board Meeting
SAU #1
Board Room
7:00 p.m.

1. Call to Order and Pledge of Allegiance
2. Acceptance of School Board Meeting Minutes (Board Vote Required)
 - a. July 15, 2014 (pg. 1-4)
3. Points of Pride
4. Public Comment
5. Consent Agenda
 - a. Personnel
 - 1) Nominations/Resignations/Retirements (pg. 5-10)
 - b. Enrollment - August 1, 2014 (pg. 11-12)
6. Superintendent's Report and Presentation of Business
 - a. Monthly Events Calendar (pg. 13-14)
 - 1) School Board Induction Series
 - 2) New Teacher/New Staff Day – Friday, August 22, 2014
 - 3) First Day – Return of all Staff – Monday, August 25, 2014
7. Reports
 - a. Teacher Representative – Gil Morris
 - b. Education Committee – Crista Salamy
 - c. District Study Committee – Tom Ferenc
 - d. Ad Hoc School Board Goal Committee – Pierce Rigrod
 - e. Budget & Property Committee – Myron Steere
8. Old Business
 - a. Elementary School Report Card (Board Vote Required)
 - b. Unified Basketball – Education Committee (pg. 15-18)
 - c. Evaluation Practice Tool/Superintendent (Board Vote Required)
 - d. 2nd Read/Adoption Policy (School Board Vote Required)
 - ACE: Procedural Safeguards Nondiscrimination on the Basis of Disability (pg. 19-20)
 - BEDA: Public Notification of School Board Meeting (pg. 21)
 - Rescinding old BDDA upon adoption of BEDA (pg. 22)
 - BGC: Policy Review and Evaluation/Manual Accuracy Check (pg. 23)
 - GCQC: Resignation of a Staff Member (pg. 24)
 - IKF: High School Graduation (pg. 25-26)
 - IMBC: Alternative Credit Options (pg. 27-28)
 - JEC: Manifest Educational Hardship (pg. 29-30)
9. New Business
 - a. 1st Read Policy
 - FEH: Change Orders Procedures (pg. 31)
 - JICD: Student Discipline and Due Process (pg. 32-34)

MISSION STATEMENT

The ConVal Regional School District, in partnership with its member communities, will inspire all learners to achieve academically, contribute to the global community, and thrive as independent and productive citizens.

- b. **Policy to Rescind (School Board Vote Required)**
 - JN: Student Fees, Fines, and Charges (pg. 35)
 - c. **Tuition Rate for Out of District Students**
 - d. **Communication Committee**
10. **Approval of Manifests (Board Vote Required)**
11. **Non-Public Session: RSA 91-A:3,II (If Required)**
- a. **Negotiations**
 - b. **Personnel**

Upcoming Meetings:

Policy Committee – Tues., August 26th @ 6:30 p.m. @ SAU

School Board Meeting – Tues., September 2nd @ 7:00 p.m. @ SAU

School Board Meeting – Tues., September 16th @ 7:00 p.m. @ SAU

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, July 15, 2014
School Board Meeting

SAU #1
Board Room
7:00 p.m.

BOARD

Gary Backstrom, Rich Cahoon,
Butch Estey, Tom Ferenc,
Joel Green, David Martz,
Stephan Morrissey, Linda Quintanilha,
Pierce Rigrod, Myron Steere,
Fiona Tibbetts

ADMINISTRATION

Dr. Brendan Minnihan, Supt.
Kimberly Saunders, Asst. Supt.
Tim Markley, H.R.
Dr. Ann Allwarden, AES/Pierce
Jim Elder, GBS
Nicola Fraley, FES
Anne O'Bryant, SMS
Brian Pickering, CVHS
Mark Swasey, CVHS

1. Call to Order and Pledge of Allegiance

Butch Estey called the meeting to order at 7:00 p.m. The Pledge of Allegiance was recited.

2. Acceptance of School Board Meeting Minutes (Board Vote Required)

a. June 17, 2014

Myron Steere moved to accept the minutes of June 17, 2014 as read. Gary Backstrom second. Linda Quintanilha abstained. All else in favor. Motion carried.

3. Points of Pride

CVHS

Summer Academy has an enrollment slightly higher than in the past. A high number of 9th grade students are enrolled to help them with their transition as well as two alumni. The breakdown on numbers is as follows:

111 seats
19 dual enrolled students
93 total students
16 incoming 9th graders
12 middle school students
2 alumni

Camp Quest

74 middle school students participated in Camp Quest. They spent the mornings completing forestry based activities involving math, English, and science. Student campers spent afternoons learning more outdoor skills like kayaking, rock wall climbing, and archery. All indications are that the students had a great time. Thanks to the Peterborough Rotary for their support.

4. Public Comment

None.

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5. Consent Agenda

a. Personnel

1) Nominations/Retirements

Myron Steere moved to accept the nominations of Zakery Blake, Amy Lashua, Velka Pacheco-McMahon, Alexandra Brogan, and Evan Gannon. Stephan Morrissey second. Unanimous.

Myron Steere moved to accept the retirement of Leslie Perkins. Joel Green second. Unanimous.

2) Job Descriptions – 2nd Read/Approval

- Executive Assistant to the Superintendent of Schools
- Administrative Assistant/Assistant Superintendent/Data Management
- Administrative Assistant - Finance Office-Federal Funds
- Administrative Assistant - Student Services/Financial
- Administrative Assistant - Human Resources/Benefits
- Administrative Assistant - Finance Office/Purchasing & Accounts Payable
- Administrative Assistant - Payroll
- Administrative Assistant - Student Services

Tim Markley referenced the job descriptions as read above.

Myron Steere moved to accept the job descriptions as read. Joel Green second. Unanimous.

b. Enrollment - July 1, 2014

Tim Markley referenced July 1st enrollment data. Preschool numbers are absent from this data.

6. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

1) School Board Induction Series

The School Board Induction Series on Curriculum and Instruction was scheduled for Tuesday, August 19th at 5:00 p.m. at the SAU Office.

Negotiations will meet on July 29th, July 30th, and August 21st at 5:00 p.m.

The Education Committee will meet on Thursday, August 7th at 6:00 p.m. at the SAU.

The Ad Hoc School Board Goals Committee will meet on Thursday, August 14th at 5:00 p.m. at the SAU

b. ATC Director Position

Dr. Minnihan reported that our ATC Director has resigned. The Regional ATC is a cooperative venture with Jaffrey-Rindge. The pool for existing ATC Directors is not too deep. A committee talked about how to best move forward.

Brian Pickering reported that the committee formed included Conant staff, ConVal staff, and Crista Salamy as a board rep, to discuss the many dynamics. There was a twenty-year agreement established in 1995 that will conclude this upcoming spring. This year is critical to reestablish the future of ATC and its partnerships. Enrollment is down in ATC programs and the thought was that it was best not to jump back in. Therefore, the suggestion is an interim director. It was a unanimous vote among eight members to move forward with an interim. If accepted, the interim would be posted and a hiring committee would be developed. The DOE is fully aware of this proposal and is in full support of this for one year.

A formal proposal would be Mr. Pickering's top of priorities for the spring.

A meeting took place today with a local business contact on a proposal for next year to address the skills necessary for manufacturing. Mr. Pickering reported that this is a big consideration in the future of the ATC and would be part of the Strategic Plan.

Myron Steere moved to hire an interim for the ATC Director. Tom Ferenc second. David Martz opposed. All else in favor. Motion carried.

c. Accept Gift/Donation (Board Vote Required)

- 1) ConVal School District to accept a gift/donation from the DNV-GL Renewable Energy, Peterborough, NH for office furniture valued at \$ 30,000.00.

Linda Quintanilha moved to accept the donation with sincere gratitude. Fiona Tibbetts second. Unanimous.

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7. Reports

a. Teacher Representative – Gil Morris

None.

b. Budget & Property Committee – Myron Steere

Myron Steere reported that the role of the committee, account structure of the budget, review of the draft budget calendar, budget assumption development, change order policy, and potential for solar power were discussed at the last meeting.

c. Ad Hoc School Board Goal Committee – Pierce Rigrod

Pierce Rigrod reported that goals setting discussion, focus on Strategic Plan, connecting goals between the board, the Superintendent and the SAU were discussed at the last meeting.

The Committee will continue to meet moving forward; likely quarterly.

Butch Estey reminded the School Board about the chain within the board to request information of the SAU. The Chairman should at least be copied in communication requests.

Chairman Estey reported that Crista Salmay will chair the Communications Committee; future meetings will be set.

8. New Business

a. Bass Fishing Team Presentation

Phil Mathewson, Bass Fishing Coach, was present to speak about the Bass Fishing Team. Michelle LeBlanc and Tyler LeBlanc were present as well.

Mr. Mathewson reported that Bass Fishing is a competitive sport. Maps and weather patterns are studied in terms of preplanning. There is a quota of fish that can be caught. Seriousness is given to care of fish and the environment on a point scale in terms of penalty. Two top finishing teams move on to further competition. Tyler LeBlanc reported that a life jacket is required on board the boat at all times as well as rain gear and rods. Gear is supplied by the fisherman. Bass fishing teaches an appreciation for natural resources. Participants are required to complete a conservation project and 16 hours of community service. Bass fishing reaches a different set of students and is a coed sport. Bass fishing scholarships are available at some colleges.

Michelle LeBlanc reported that the benefits to the school include bringing recognition to the high school for potential championship titles. This sport ties well into Fish and Game career opportunities. ConVal came in ninth of eleven schools out of a total pool of 42 schools that were selected to move on in competition. ConVal won several medals this past year. The team is hoping to be recognized by the Board as an official team.

Mr. Mathewson reported that at present, the boat is provided for the team by the coach. Help with reimbursement costs of travel and gas is being sought as well as coverage of Tournament fees. The team was kept to four members because the boat is limited to carrying five people, including the coach.

Recognition of the team and sport is what is needed.

If this team is not recognized as a sport by ConVal, the team would not be able to move on to the nationals if qualified.

The Board is being asked to acknowledge Bass Fishing as Club Sport. In three years, fees for tournaments and fees for student participation would be asked.

Mark Swasey spoke about the opportunities to attract different types of kids to this sport. The goal is to ask for club status tonight. The first question is, they have been established for one year; would they be required to start the clock over or would this past year count as one of the three years?

Myron Steere suggested that the clock start this year. Mr. Mathewson said that they would like to receive recognition for the past year to count as year one.

Myron Steere moved to start the time table now and the three year period would begin now as a Club Sport. Linda Quintanilha second.

Rich Cahoon asked that this be referred to the Education Committee for review of process.

Tom Ferenc asked if the motion is for three years commencing today as a club sport. Confirmed.

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Brian Pickering reported that CVHS has 35 clubs that are fluid; some surface and others do not every year. Bass Fishing took off fast and is recognized as an NHIAA sport. Mr. Pickering apologized for missing bringing this sport forward during a time of transition in athletics.

Myron Steere suggested starting the timing as it has occurred and start the process now without making exceptions.

Stephan Morrissey agreed with Myron if this request has not gone before the board.

Unanimous.

Butch Estey distributed a copy of a proposed Antrim Agreement for review of the Board.

9. Approval of Manifests (Board Vote Required)

It was reported that Manifests 102-109 and 23f14055-56a totaling \$615,603.51 and Payroll 26, 27, and 262 totaling \$972,326.48 for 2013/2014 and Manifests 1-2 totaling \$316,758.37 and Payroll 1, 101-103 totaling \$154,953.27 for 2014/2015 have been reviewed by Marian Alese and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

Myron Steere moved to accept the manifests for 2013/2014 as presented. Gary Backstrom second. Unanimous.

Myron Steere moved to accept the manifests for 2014/2015 as presented. Joel Green second. Unanimous.

10. Non-Public Session: RSA 91-A:3,II (If Required)

a. Negotiations

None.

Butch Estey reported that negotiations are underway and will be reported out at the August School Board meeting to discuss considerations in non-public session.

Linda Quintanilha moved to adjourn at 8:26 p.m. Myron Steere second. Unanimous.

Respectfully submitted,

Brenda Marschok

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Peterborough, New Hampshire

CONTOOCCOOK VALLEY SCHOOL DISTRICT

August 19, 2014
Personnel Agenda

2014-15 Nominations:

GBS

Hollis Wilson

Part-Time (.4 FTE) ELP Teacher

\$18,106.74

August 2014 Resignations:

PES

Jill Camitta

Grade 4 Teacher

June 2015 Retirement:

DCS

May Clark

Teaching Principal

Notice of 2014-15 Co-Curricular Positions

Name	School	Activity	Amount
Cassie Anderson	GBS	Hockey Field	\$2,317.36
Cassie Anderson	GBS	Softball	\$2,317.36
Cassie Anderson	GBS	Spirit Team - Basketball	\$1,669.96
Cassie Anderson	GBS	Student Council	\$417.49 Shared
Scott Baldwin	GBS	Basketball - Boys A Team	\$2,748.96
Scott Baldwin	GBS	Soccer - Boys A Team	\$2,317.36
Joan Bando	GBS	Club - Art	\$647.40
Linda Bundy	GBS	Club - Recycling	\$647.40
Patrick Cogan	GBS	Music - All State Chorus	\$484.72
Maryanne Cullinan	GBS	Drama	\$511.28 Shared
Maryanne Cullinan	GBS	Student Council	\$417.49 Shared
Erika Cutter	GBS	Cross Country	\$1,885.76
Erika Cutter	GBS	Track - Spring	\$2,317.36
Katie Doherty	GBS	Drama	\$511.28 Shared
Katie Doherty	GBS	Graduation Coordinator	\$484.72 Shared
katie Doherty	GBS	Yearbook	\$619.18 Shared
Cam Fisk	GBS	Baseball	\$2,317.36
Sarah Hale	GBS	New Hampshire Dance Institute	\$996.00
Peter Ketchum	GBS	Basketball - Girls	\$2,748.96
Peter Ketchum	GBS	Director - Athletic	\$2,905.00
Peter Ketchum	GBS	Flag Football	\$996.00
Peter Ketchum	GBS	Floor Hockey	\$647.40
Peter Ketchum	GBS	Soccer - Girls	\$2,317.36
Ellen Kidd	GBS	Student Council	\$417.49 Shared
Siobhan Leclerc	GBS	Graduation Coordinator	\$484.72 Shared
Siobhan Leclerc	GBS	Student Council	\$417.49 Shared
Siobhan Leclerc	GBS	Yearbook	\$619.18 Shared
Jahna Moncrief	GBS	Music - All State Band	\$484.72
Jahna Moncrief	GBS	Music - All State Orchestra	\$484.72
Jahna Moncrief	GBS	Music - Memorial Day Parade	\$484.72
Julie Anderson	SMS	Special Olympics - Spring	\$996.00
Julie Anderson	SMS	Special Olympics - Winter	\$996.00
Holly Bly	SMS	New Hampshire Dance Institute	\$996.00
Matthew Bolduc	SMS	Soccer - Boys B Team	\$1,158.68 Shared
Eric Bowman	SMS	Baseball	\$2,317.36
Michele Brezovec	SMS	Newspaper	\$1,238.36
Michele Brezovec	SMS	Peer Mediation	\$1,577.00
Michele Brezovec	SMS	Robotics	\$2,709.63
Colleen Brophy	SMS	Club - Environmental	\$1,220.64
Dian Burnett	SMS	Cross Country Coach	\$1,885.76
Eileen Couture	SMS	Yearbook	\$1,238.36
Sarah Cox	SMS	Basketball - Girls A Team	\$2,748.96
Sarah Cox	SMS	Hockey Field	\$2,317.36
Dorene Decibus	SMS	Student Council 5/6	\$834.98

Notice of 2014-15 Co-Curricular Positions

Name	School	Activity	Amount	
Richard Ellingwood	SMS	Basketball - Boys A Team	\$2,748.96	
Dylan Fischer	SMS	Cross Country Coach	\$1,885.76	
Lori Groleau	SMS	Club - Weight Training	\$996.00	
Ann Henry	SMS	Club - 4H	\$2,709.63	
Taylor Koban	SMS	Drama	\$1,022.56	
Ed Lowy	SMS	Music - All State Band	\$484.72	
Ed Lowy	SMS	Music - Jazz Band	\$1,238.36	
Ed Lowy	SMS	Music - Memorial Day Parade	\$484.72	
Elizabeth Ring-Fortin	SMS	Music - All State Chorus	\$484.72	
Elizabeth Ring-Fortin	SMS	Music - Select Chorus	\$1,909.00	
Jacob Sebert	SMS	Soccer - Boys B Team	\$1,158.68	Shared
Tod Silegy	SMS	Director - Athletic 1st Half	\$2,430.00	
Tod Silegy	SMS	Director - Athletic 2nd Half	\$2,430.00	
Tod Silegy	SMS	Soccer - Boys A Team	\$2,317.36	
Tod Silegy	SMS	Softball	\$2,317.36	
Derek Sorbello	SMS	Soccer - Girls	\$2,317.36	
Rick Taft	SMS	Basketball - Girls B Team	\$2,748.96	
Doug Thompson	SMS	Basketball - Boys B Team	\$2,748.96	
Kim Wall	SMS	Dance Team	\$996.00	
Stacy Whitaker	SMS	Student Council 7/8	\$834.98	
Jim Aborn	CVHS	Track Assistant - Spring	\$2,317.36	
Ben Bacon	CVHS	Basketball - Varsity Boys Assistant	\$2,748.96	
Steve Bartsch	CVHS	Football - Assistant	\$2,748.96	
Amanda Bastoni	CVHS	Yearbook	\$4,233.00	
Judith Bernardi	CVHS	Class Advisor - Sophomore	\$498.00	Shared
Mark Boardman	CVHS	Football - Assistant	\$2,748.96	
Eric Bowman	CVHS	Student Council	\$2,573.00	
Eric Bowman	CVHS	Soccer - Girls Assistant	\$1,158.68	Shared
Sarah E Brown	CVHS	Drama - Musical Choreographer	\$1,022.56	
Lisa Carne	CVHS	ADP English 1st Semester	\$1,800.00	
Lisa Carne	CVHS	ADP English 2nd Semester	\$1,800.00	
Kenneth J Cloutier	CVHS	Ocean Bowl	\$1,909.00	
Tim Conway	CVHS	Baseball - JV	\$2,317.36	
Tim Conway	CVHS	Basketball - Boys Freshman	\$2,748.96	
Tim Conway	CVHS	Football - Assistant	\$2,748.96	
Jim Coppo	CVHS	Softball - Varsity	\$3,569.00	
Debra M Coyne	CVHS	Future Business Leaders	\$996.00	
Debra M Coyne	CVHS	Graduation Advisor	\$426.40	Shared
Deb Coyne	CVHS	Department Head - ATC	\$4,500.00	
Maria L Crowley	CVHS	Dance Team	\$996.00	
Scott Daniels	CVHS	Soccer - Boys Varsity	\$3,569.00	
Bruce L Dodge	CVHS	Drama - Musical Tech Director Spring	\$1,238.36	
Bruce L Dodge	CVHS	Drama - Play Tech Director Fall	\$1,238.36	
Karen A Fabianski	CVHS	Block 5 Robotics 1st Semester	\$1,000.00	

Notice of 2014-15 Co-Curricular Positions

Name	School	Activity	Amount	
Karen A Fabianski	CVHS	Block 5 Robotics 2nd Semester	\$1,000.00	
Cameron Fisk	CVHS	Basketball - Boys JV	\$2,748.96	
Lance Flamino	CVHS	Cross Country Varsity Coed	\$3,520.63	
Jo Anne S Fletcher	CVHS	Interact	\$1,577.00	
Cody Flynn	CVHS	Spirit Team - Basketball	\$2,573.00	
Cody Flynn	CVHS	Spirit Team - Football	\$1,909.00	
Nancy S Gagnon	CVHS	National Honor Society	\$1,577.00	
Nancy S Gagnon	CVHS	Youth and Government	\$954.50	Shared
Nancy Gagnon	CVHS	Department Head - Social Studies	\$4,500.00	
Elizabeth M Halper	CVHS	Drama - Festival Director	\$1,909.00	
Elizabeth M Halper	CVHS	Drama - Play Director Fall	\$1,909.00	
Elizabeth M Halper	CVHS	Drama - Program Producer	\$788.50	
Judy Heddy	CVHS	Department Head - Health/P.E.	\$4,500.00	
Christopher Heider	CVHS	Youth and Government	\$954.50	Shared
Amanda Hinton	CVHS	Softball - JV	\$2,317.36	
Amanda Hinton	CVHS	Volleyball - JV	\$2,317.36	
Cindi Hodgdon	CVHS	Club - German	\$996.00	
Cynthia Hodgdon	CVHS	Hockey Field - JV	\$2,317.36	
Mark Holding	CVHS	Department Head - English	\$4,500.00	
Tom Horne	CVHS	Football - Assistant	\$2,748.96	
Kristin Ingram	CVHS	Class Advisor - Senior	\$1,286.50	Shared
Joan C Joseph	CVHS	Class Advisor - Junior	\$954.50	Shared
Hunter Joseph	CVHS	Hockey Ice - Assistant	\$2,317.36	
Robin Kennedy	CVHS	Club - Spanish	\$996.00	
Shawn King	CVHS	ADP Director 1st Semester	\$1,900.00	
Shawn King	CVHS	ADP Director 2nd Semester	\$1,900.00	
Emma C Kobeski	CVHS	Block 5 Psychology 2nd Semester	\$2,000.00	
Sara Krapohl	CVHS	Department Head - World Language	\$4,500.00	
Art LaFleur	CVHS	Special Olympics - Spring	\$996.00	
Art LaFleur	CVHS	Special Olympics - Winter	\$996.00	
Jason Lambert	CVHS	Block 5 SAT PREP 2nd Semester	\$1,000.00	
Paul Landau	CVHS	Football - Varsity	\$4,233.00	
Bill Leahy	CVHS	Skiing - Varsity Alpine	\$2,573.00	
Mark Leger	CVHS	Hockey Ice - Varsity	\$3,569.00	
Henry Lewers	CVHS	Drama - Musical Music Director	\$2,573.00	
Mike Marschok	CVHS	Baseball - Varsity	\$3,569.00	
Mary Maughan	CVHS	Special Olympics - Fall	\$996.00	
Mary Maughan	CVHS	Special Olympics - Spring	\$996.00	
Mary Maughan	CVHS	Special Olympics - Winter	\$996.00	
Thomas Mbungu	CVHS	Track - Boys Varsity Spring	\$3,569.00	
Scott McGovern	CVHS	Skiing - Varsity Nordic	\$2,905.00	
Courtney McKay	CVHS	Soccer - Girls Assistant	\$1,158.68	Shared
Griffin Meehan	CVHS	Lacrosse - Boys JV	\$2,317.36	
Griffin Meehan	CVHS	Soccer - Boys JV	\$2,317.36	
Jennifer Merrill	CVHS	Volleyball Varsity	\$3,569.00	

Notice of 2014-15 Co-Curricular Positions

Name	School	Activity	Amount	
Moira L Milne	CVHS	National Science Bowl	\$1,909.00	
Jahna C Moncrief	CVHS	Music - All State Strings	\$747.00	
Jahna C Moncrief	CVHS	Music - NE Festival	\$747.00	
Elizabeth A Moore	CVHS	Block 5 Theater 1st Semester	\$2,000.00	
Elizabeth A Moore	CVHS	Drama - Musical Director	\$2,905.00	
Elizabeth A Moore	CVHS	Drama - Program Producer	\$788.50	
Krystal A Morin	CVHS	Music - All State Chorus	\$747.00	
Krystal A Morin	CVHS	Music - Monadnock Valley Festival	\$747.00	
Krystal A Morin	CVHS	Music - NE Festival	\$747.00	
Krystal A Morin	CVHS	Music - NE Festival	\$747.00	
Krystal A Morin	CVHS	Music - Select Chorus	\$1,909.00	
Gil Morris	CVHS	Class Advisor - Freshman	\$498.00	Shared
Gilbert Morris	CVHS	Block 5 Robotics 1st Semester	\$1,000.00	
Gilbert Morris	CVHS	Block 5 Robotics 2nd Semester	\$1,000.00	
Greg Morris	CVHS	Math Team	\$1,577.00	
Greg Morris	CVHS	Department Head - Math	\$4,500.00	
Greg Morris	CVHS	Tennis - Girls Varsity	\$2,573.00	
Julie Murphy	CVHS	Special Olympics - Fall	\$996.00	
Julie Murphy	CVHS	Special Olympics - Spring	\$996.00	
Julie Murphy	CVHS	Special Olympics - Winter	\$996.00	
Sherry A Nixon	CVHS	Graduation Advisor	\$213.40	Shared
Cheryl Owens	CVHS	Graduation Advisor	\$107.20	Shared
Ange Picard	CVHS	Strength & Conditioning - Fall	\$1,669.96	
Ange Picard	CVHS	Strength & Conditioning - Spring	\$1,669.96	
Ange Picard	CVHS	Strength & Conditioning - Winter	\$1,669.96	
Kevin Proctor	CVHS	Basketball - Boys Varsity	\$4,233.00	
Ben Putnam	CVHS	Club - Art	\$647.40	
Ben Putnam	CVHS	Department Head - Art/Music	\$4,500.00	
John C Reitnauer	CVHS	Block 5 Director 1st Semester	\$2,500.00	
John C Reitnauer	CVHS	Block 5 Director 2nd Semester	\$2,500.00	
Kevin Ritter	CVHS	Soccer - Girls JV	\$2,317.36	
David Springfield	CVHS	Soccer - Girls Varsity	\$3,569.00	
Lori Streeter	CVHS	Club - French	\$996.00	
Kelly M Sullivan	CVHS	Class Advisor - Senior	\$1,286.50	Shared
John Szep	CVHS	Soccer - Boys Assistant	\$2,317.36	
Bob Taylor	CVHS	Lacrosse - Boys Varsity	\$3,569.00	
Ian D West	CVHS	Class Advisor - Junior	\$954.50	Shared
Brian Whittemore	CVHS	Hockey Field - Freshman	\$2,317.36	
Brian Whittemore	CVHS	Wrestling - Varsity	\$2,905.00	
Carrie Whittemore	CVHS	Hockey Field - Varsity	\$3,569.00	
James J Wickham	CVHS	Music - All State Band	\$747.00	
James J Wickham	CVHS	Music - Jazz Band	\$1,909.00	
James J Wickham	CVHS	Music - Memorial Day Parade	\$484.72	
James J Wickham	CVHS	Music - Monadnock Valley Festival	\$747.00	
James J Wickham	CVHS	Music - Pep Band	\$747.00	

Notice of 2014-15 Co-Curricular Positions

Name	School	Activity	Amount
Holly Wilson	CVHS	Track Assistant - Spring	\$2,317.36
Sam Winslow	CVHS	Class Advisor - Freshman	\$498.00 Shared
Samuel F Winslow	CVHS	Block 5 SAT PREP 2nd Semester	\$1,000.00
Dana C Wood	CVHS	Envirothon	\$1,909.00
Dana C Wood	CVHS	Green Team	\$996.00
Mike Wozmak	CVHS	Class Advisor - Sophomore	\$498.00 Shared
Carol Young	CVHS	Department Head - Science	\$4,500.00
Mike Young	CVHS	Tennis - Boys Varsity	\$2,573.00

Partial Status - Based on known K enrollments for 2014-15

Grade	Total	60	115	150	165	147	150	787	FTE Teachers
SCHOOL	7,30.14	Pre-School	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	Total	
AES	# of Students # of Sections Teacher Ratio	28 1 Teacher 28.0	24 2 Teacher Teacher 12.0	30 2 Teacher Teacher 15.0	28 2 Teacher Teacher 14.0	27 2 Teacher Teacher 13.5	18 1 Teacher 18.0	155	9
BES	# of Students # of Sections Teacher Ratio	28.0	13 1 Teacher	14 1 Teacher	15 1 Teacher	8 + 6 = 14 1 Teacher	56	4	
DCS	# of Students # of Sections Teacher Para Ratio		13.0 5 1 Teacher	14.0 12 1 Teacher	15.0 15 1 Teacher	14.0 8 + 7 = 15 1 Teacher	63	5	
FES	# of Students # of Sections Teacher Ratio		5.0 7 1 Teacher	12.0 18 1 Teacher	15.0 20 1 Teacher	15.0 10 + 9 = 19 1 Teacher	64	4	
GES	# of Students # of Sections Teacher Ratio	15 1 Teacher 15.0	7.0 11 1 Teacher	18.0 14 1 Teacher	20.0 16 1 Teacher	19.0 21 1 Teacher	94	5	
HES	# of Students # of Sections Teacher Ratio	17 1 Teacher 17.0	15.0 45 3 Teacher Teacher Teacher	45 3 Teacher Teacher Teacher 15.0	11.0 44 3 Teacher Teacher Teacher 14.7	13.0 52 3 Teacher Teacher Teacher 17.3	57	4	
PES	# of Students # of Sections Teacher Teacher Teacher Ratio	17.0	6 + 6 = 12 1 Teacher	16 1 Teacher	16.0	8 + 19 = 27 1 Teacher	55	3	
TES	# of Students # of Sections Teacher Para Ratio		12.0	16.0	27.0	Total Students Pre-K-5 803	727	50	
* Teaching Principal para						Total Elementary Students K-4			

Partial Status - Based on known K enrollments for 2014-15

SCHOOL	7.30.14	Grade 5 5th Grade	Grade 6	Grade 7	Grade 8	Total	FTE Teachers
DCS	# of Students	16				16	
	# of Sections	1					1
	Teacher Para						
	Ratio	16					
GBS	# of Students	67	66	64	59	256	
	# of Sections	3	3	3	3		12
	Teacher		Teacher	Teacher	Teacher		
	Teacher	Teacher	Teacher	Teacher	Teacher		
Ratio	22.3	22.0	21.3	19.7			
SMS	# of Students	90	95	107	100	392	
	# of Sections	4	4	4	5		17
	Teacher	Teacher	Teacher	Teacher	Teacher		
	Teacher	Teacher	Teacher	Teacher	Teacher		
Ratio	22.5	23.8	26.8	20.0			
Total Students		173	161	171	159	664	29
CVHS	Grade	9	10	11	12		
	Teachers	205	213	215	207	840	
		14	14	14	14		
				K to 4	5-8		
			9-12				
			Total 2014-15				
			Enrollment numbers may include tuitioned-in students				
					727	50	
					664	29	
					840	56	
					2231	135.0	
					2325		
					2342		
					2434		
					2534		
					2755		
					2855		
					2969		
					3104		

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 Education Committee Meeting 06:00 PM @ SAU Office	8	9
10	11	12	13 District Study Committee Meeting 06:00 PM @ SAU	14 Ad Hoc School Board Goal Committee Mtg. 05:00 PM @ SAU Board Room Budget & Property Committee Meeting 06:30 PM @ SAU Office	15	16
17	18	19 School Board Induction Mtg. - Curriculum & Instruction 05:00 PM @ SAU Board Room School Board Meeting @ SAU Office 07:00 PM	20	21 Negotiations Committee (Non-Public) 05:00 PM @ SAU Office	22	23
24	25	26 Policy Committee Meeting 06:30 PM in Conference Room 1	27	28	29	30
31						

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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PROJECT UNIFY®

Special Olympics Project UNIFY® is an education-based project that uses sports and education programs to activate young people to develop school communities where all youth are agents of change – fostering respect, dignity and advocacy for people with intellectual disabilities.

PROJECT UNIFY COMPONENTS

Unified Sports®

Opportunities which combine individuals with intellectual disabilities (athletes) and individuals without intellectual disabilities (partners) on sports teams for training and competition and/or skill development.

Examples: Unified Sports®, Unified Sports® Player Development, Unified Sports® Recreation, Young Athletes™

Youth Leadership and Advocacy

A unified club for individuals with and without intellectual disabilities to develop meaningful relationships, enhance leadership skills and take responsibility for helping to spread acceptance and ensure everyone feels included and welcome in their school.

Examples: Partners Clubs, Inclusive Student Council, Best Buddies or any other school sponsored club that is inclusive and emphasizes student leadership roles)

Whole School Engagement

An activity, event, rally etc. that offers the entire student body the opportunity to participate in and/or be a part of Project UNIFY, including the utilization of education and community resources.

Examples: Use of Get into It, Fans in the Stands, School Wide R-word Pledge Drive, Unified Sports Pep Rally, Polar Plunge, service-learning

PROJECT UNIFY SCHOOL (CATEGORY 1)

Category 1 Schools conduct a combination of the three Project UNIFY® components (Unified Sports, Youth Leadership and Advocacy, Whole School Engagement). Through various levels of intensity, the combination of these three components creates the maximum impact within a school.

EMERGING PROJECT UNIFY SCHOOL (CATEGORY 2)

A Category 2 school is on its way to becoming a Project UNIFY® school. Category 2 schools conduct two out of three of the Project UNIFY components (Unified Sports, Youth Leadership and Advocacy, and Whole School Engagement). Unified Sports must be one of the two components conducted. These schools are expected to move to Category 1 status within 3 years.



EDUCATION LEADERS NETWORK (ELN)

A state Education Leaders Network (ELN) engages state education, civic, social and corporate leaders to advance Project UNIFY and social inclusiveness in schools in their state. The 10–15 member Network advises the State Program Project UNIFY leaders, staff and participants on educational opportunities, strategies and challenges to work directly with schools. In addition, they advocate for Project UNIFY with their colleagues through their organization and networks.

FANS IN THE STANDS

Fans in the Stands is an opportunity for students of all ages to engage in events with persons with intellectual disabilities when direct interaction is not possible. Fans in the Stands encourages students to support and cheer on their athlete peers with intellectual disabilities at events. This might include creating posters, cheering at events and/or organizing a pep rally for the Special Olympics athletes at their school. In order for this opportunity to count as the third component of Project UNIFY, all students must have the ability to participate as a Fan in the Stands.

GET INTO IT® (GII)

A set of K-12 lessons and resources designed to advance students' civic knowledge and skill development, to promote acceptance and understanding of people's differences and to motivate them to become advocates for and together with all people. The lessons and resources are designed for general education classrooms with modifications and extensions to include all learners. Features of these resources include: K-12 service-learning based lessons, "Active" lessons designed for after-school programs, P.E. classes or recess, interactive online games and activities, and lessons designed around a set of film and TV show clips called "Movies that Move". All components of Get Into It are aligned with important education initiatives such as: Anti-Bullying, Character Education, Service-Learning, 21st Century Skill Development, Inclusive Collaboration and Changing School Climate. In addition to the traditional Get Into It resources, many Get Into It activities are now available through a mobile app.

PARTNERS CLUBS®

A school-based club that teams students with and without intellectual disabilities in sports training and competition, also offering social and recreational opportunities. Partners Clubs often are formed when there is no existing club or youth leadership group in a school where young people with and without ID can work together on Project UNIFY activities. They may also be formed to supplement and add to those existing inclusive group opportunities, keeping in mind that in an optimum scenario, there are multiple inclusive non-academic opportunities in which students with and without ID can collaborate and work on projects together.

RALLIES/ASSEMBLIES

Rallies/Assemblies are opportunities for young people to educate each other on issues, to motivate each other and to activate on a set of agreed upon engagement practices. These events can also be used to promote acceptance and inclusion by honoring Special Olympic athletes and teams.

SOCIALLY INCLUSIVE SCHOOL CLIMATE

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A socially inclusive school climate engages all students and fosters youth development through sports activities, building relationships and friendships, curriculum and teaching/earning and sustaining a physically inclusive environment.



YOUTH ACTIVATION COMMITTEE (YAC)

Groups of youth with and without ID from an individual school, or if organized on a state level, from across the state that works with the State Program to educate, motivate and activate youth to become agents of change in their schools and communities. Members of the committee work together over the course of the year to develop strategies, conduct events, and create campaigns promoting school communities where all young people are agents of change. YAC members provide leadership to their state and local SO Programs and their schools by participating in SO events, providing advice and counsel on ways to reach other youths, creating and reviewing Project UNIFY materials, engaging in and promoting SO activities in their home environments, and communicating and networking via social networks with other youth.

YOUNG ATHLETES™ (INCLUSIVE)

Young Athletes™ is a unique sport and play program for children with intellectual disabilities. The focus is on fun activities that are important to mental and physical growth. Children ages 2 1/2 to 7 enjoy games and activities that develop motor skills and hand-eye coordination. Young Athletes is an early introduction to sports and to the world of Special Olympics. Young Athletes™ can meet the requirement for the Project UNIFY Inclusive Skills and Sport Development component if it is conducted in an inclusive environment.

Example: Pre-school/Early Childhood activity classes where all children with and without intellectual disabilities together, enjoy games and activities that develop motor skills and hand-eye coordination.

YOUTH LEADER

A youth leader is a young person with or without an intellectual disability who plays an important role in advancing the work of Project UNIFY in a state and/or school. Examples of youth leadership include being a member of a state or school YAC, playing a key role in an inclusive school club that plans and implements PU events or being a member of a state board or committee.

YOUTH SUMMIT

An event, or series of events, where students with and without intellectual disabilities gather to discuss ways to improve their schools, communities and the SO movement by discussing how to reverse negative stereotypes and attitudes about intellectual disability and how to use the programming of Special Olympics to promote social justice. Youth Summits identify strategies to overcome traditional school social barriers to address issues of acceptance facing young people, to address the needs of their school and community, to educate each other and to become motivated for action and steps they can take to change school climate, participate in Special Olympics events, and have an impact on their community. They are often conducted as a kick off for Project UNIFY at the beginning of the school year, or as a culmination of youth leadership activities. Student leaders assist in the design, implementation and sustainability of the Youth Summits.

YOUTH VOLUNTEER

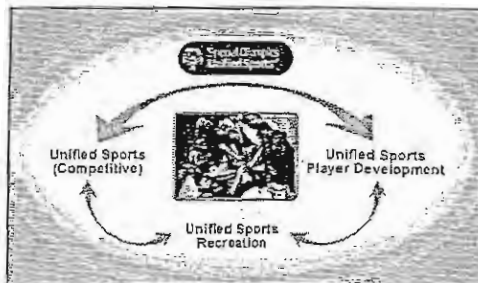
A youth volunteer is a young person who supports the Special Olympics Program and may contribute their time in a non-leadership capacity. An example of this is a young person being a Fan in the Stands.



Special Olympics Unified Sports Quick Reference Guide

Definition

Special Olympics Unified Sports® is an inclusive sports program that combines an approximately equal number of Special Olympics athletes (individuals with intellectual disabilities) and partners (individuals without intellectual disabilities) on teams for training and competition. Three models exist within Unified Sports: competitive Unified Sports, Unified Sports Player Development and Unified Sports Recreation. All three models provide different types of experiences in team sports such as basketball, football and volleyball and in other sports such as bocce, golf and tennis. Unified Sports is now offered throughout the world and has been a Special Olympics internationally sanctioned program since 1989.



Partner Eligibility

The social inclusion objectives of Unified Sports are best fulfilled when a majority of the partners on a team are individuals without disabilities.

Rules

National Governing Body (NGB) rules are enforced unless they are in conflict with Special Olympics modifications.

Unified Sports Parameters of Competition

- A roster containing approximately equal numbers of athletes and partners.
- A line-up during the competition in which half of the participants are athletes, and half of the participants are partners.
- Teams are divisioned for competition based primarily on ability.
- All individuals on the team receive Special Olympics awards.
- There is an adult, non-playing coach for team sports.

Seven (7) Criteria for a Successful Unified Sports Program

Special Olympics adopted Unified Sports in 1989 to expand sports opportunities for athletes seeking new challenges while achieving social inclusion for individuals with intellectual disabilities in the community. Extensive field-testing has demonstrated that Unified Sports teams are most likely to accomplish the goals of the program when the following 7 criteria are met:

- 1) All athletes and partners are meaningfully involved.
- 2) An appropriate sport is selected – A variety of factors influence the determination of which sport is chosen for Unified Sports training and competition. Some of these factors include availability of qualified coaches, ability levels of potential athletes and partners, finances, availability of facilities and opportunities for competition.
- 3) Qualified coaches lead the program – Unified Sports teams should be organized under the guidance of a trained coach who understands the principles of Unified Sports, including social inclusion, and the rules, techniques, strategies and training regimens of the selected sport.
 - 4) Recruitment and selection of appropriate team members occurs through the process of assessing, forming teams and determining the most appropriate Unified Sports model.
 - 5) Quality training leads to competition – All team members of a Unified Sports team shall have a minimum of ten to twelve weeks of training (practice, scrimmages and league competition) before the culminating championship event.
 - 6) Unified Sports rules are followed – All Unified Sports competitions should be conducted according to Official Special Olympics Sports Rules, including placement of Unified Sports teams in appropriate age and ability divisions.
 - 7) Commitment of support: Support is needed at four levels – Program; Local Program; Coach; Spectator.

Additional Training

Unified Sports training can be offered as a standalone training session or as part of a sport-specific coaches' training school. In addition to this handbook, a training video and online course via the NFHS Learning Center website at <http://www.nfhslearn.com/> are also available. Check with your Program staff to see how you can increase your Unified Sports expertise.

Category: P

**PROCEDURAL SAFEGUARDS
NONDISCRIMINATION ON THE BASIS OF DISABILITY**

The District provides the following Notice of Procedural Safeguards to parents/guardians of students with disabilities, and persons with disabilities, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The Assistant Superintendent is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of students with disabilities or any person may use the grievance procedure established by the School Board.

Grievance Procedure: As the parent/guardian of a student with a disability or as a person with a disability, you have the right to notify the above designated employee with your complaint.

The designated employee will make an initial response to the complainant within ten (10) working days of receipt of complaint. The parties will attempt to work out their differences promptly and equitably. A written record of the resolution of the complaint will be made within ten (10) working days of completion.

If that effort fails, the parent/guardian may (a) request that the Board places this matter on its agenda or (b) notify the Superintendent of the complaint. Either request shall be delivered in writing. The complainant may be represented by anyone of their choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision.

Section D Procedural Safeguards: As required by Section 104.36, the parent/guardian of a student, who because of a disability or who is believed to need special instruction and related services, has the right, with respect to any action regarding identification, evaluation, and placement to:

1. Receive notice of the referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.

Category: P

**PROCEDURAL SAFEGUARDS
NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**
(continued)

3. Participate in an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, and an opportunity for participation and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. Request a review process.

Legal References:

*34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap
Section 504 of The Rehabilitation Act of 1973*

1st Read: June 3, 2014
2nd Read: August 19, 2014
Adopted:

Category: R

PUBLIC NOTIFICATION OF SCHOOL BOARD MEETINGS

All School Board Meetings are open to the public. The School Board will announce at least 24 hours in advance (excluding Sundays and legal Holidays) through two public postings and, when possible, by the newspapers and electronic media, the date, time, and place of all regular and special meetings and the major topics to be discussed.

The Board may need to hold an emergency meeting in the case where immediate undelayed action is deemed to be imperative by the Board Chair or presiding Officer of the body or agency, who shall employ whatever means are available to inform the public that a meeting is to be held. The minutes of the meetings shall clearly spell out the need for the emergency meeting.

Legal Reference:

RSA 91-A:2, II, Public Records and Meetings: Meetings Open to the Public

1st Read: June 3, 2014

2nd Read: August 19, 2014

Adopted:

Contoocook Valley School District Policy

PUBLIC NOTIFICATION OF SCHOOL BOARD MEETINGS

All School Board Meetings are open to the public. The Board will announce in advance through the newspapers and the local radio station the date, time, and place of all regular and special meetings and the major topics to be discussed.

April 2, 1991

Category: R

POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for School Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent or designee is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

1st Read: June 3, 2014

2nd Read: August 19, 2014

Adopted:

Category: R

RESIGNATION OF A STAFF MEMBER

All staff members who sign a contract or Statement of Employment are expected to honor that work agreement.

Resignations tendered between the time the employee signs the contract and July 1 of a given year will not be accepted unless and until a suitable and fully qualified replacement is hired. Resignations tendered after July 1 of the year of the contract will not be accepted nor will the employee be released from his/her employment.

However, the Board recognizes that extenuating circumstances may arise which warrants it giving special consideration to a resignation request. In these instances, the Board may make exceptions to this Policy, on a case by case basis.

If an employee under contract or Statement of Employment breaches his/her work agreement to the District, or fails to abide by the terms of this Policy, the Board may initiate such legal actions as it deems appropriate, including monetary damages from the employee.

1st Read: June 3, 2014
2nd Read: August 19, 2014
Adopted:

HIGH SCHOOL GRADUATION

To qualify for high school graduation, students must complete a course of study which includes the following:

1. Successful completion of 26 subject credits and/or related competencies, as outlined below. Effective with the class of 2019.
 - a. English 4 credits
 - b. Social Studies (including 1 in US History, 3 credits
 .5 in US/NH Gov., .5 in Economics,
 1 in Global Studies)
 - c. Science (1 in Living, 1 in Physical) 3 credits
 - d. Mathematics (including Algebra) 3 credits
 - e. Physical Education 1 credit
 - f. Health 1 credit
 - g. Digital Literacy/ITC .5 credit
 - h. Arts Education .5 credit
 - j. Service Learning/Community Service .5 credit
 - k. Elective Offerings 9.5 credits

The normal program of instruction for seniors may be modified to make adequate preparations for graduation exercises.

- a. If local conditions necessitate the holding of graduation exercises prior to the completion of the standard school year, in no case shall graduation be scheduled prior to the 175th day of instruction. No school day shall be modified for preparation activities prior to the 175th day.
- b. It is understood that modifications in the schedule for the last few days of school shall apply only to seniors. All other classes shall complete 180 days of instruction and maintain their normal class schedules, in accordance to Policy IC.

All students with disabilities in the ConVal School District shall have an equal opportunity to complete a course of studies leading to a regular high school diploma. A regular diploma shall be issued to all students who:

HIGH SCHOOL GRADUATION

(continued)

- Have successfully achieved of 26 credits
- Have met specific course requirements as described in the ConVal High School Program of Studies
- Have met all attendance requirements as stated in the ConVal High School Program of Studies (or/and local district policy)

The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED).

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Policy Development

NH Code of Administrative Rules, Section Ed. 306.14(f), Basic Instructional Standards

NH Code of Administrative Rules, Section Ed. 306.27(i, d, m), Required Subjects and Unit of Credit for High School Graduation

1st Reading: April 1, 2014

2nd Reading: August 19, 2014

Adoption:

ALTERNATIVE CREDIT OPTIONS

The School Board encourages increased educational options for students. Credits may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent or his/her designee to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of the District
- The procedure will be made public on the ConVal District web site and within the ConVal Regional High School Student Handbook.

It is the policy of the Board that alternative methods for awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience

ALTERNATIVE CREDIT OPTIONS

(continued)

- Transfer of credits earned by students before enrolling in the district, such as student moving into New Hampshire from another state or country
- Extended Learning Opportunities under the provision of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Duel Credit
- Early College
- Middle School acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If the student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent or his/her designee and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District, and the course is not completed, the student must reimburse the District for expenses.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Alternative Means of Earning Credit

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted:

MANIFEST EDUCATIONAL HARDSHIP

The Superintendent will assign resident students to a public school within the District.

The School Board (~~Board~~) recognizes that in unusual and extraordinary circumstances, a parent/guardian may wish to request a change in the student's school assignment to another public school within the District or a public school in another district. When the parent/guardian believes that the assignment that has been made will result in a manifest educational hardship to the student, the Board will consider these requests, according to the procedure outlined below.

Procedure for Consideration of a Manifest Educational Hardship Request

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will make a written request with the Superintendent's office, detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II© (c).
3. The parent/guardian may use whatever information they deem is necessary and appropriate to support their request. At a minimum, however, the parent/guardian must submit information demonstrating to the School Board that the current assignment is detrimental or has a negative effect on the student's educational or personal development.
4. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.

MANIFEST EDUCATIONAL HARDSHIP

(continued)

- 5. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.
- 6. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parents or guardians via US mail.
- 7. If a parent or guardian disagrees with the decision of the Board, he/she may appeal to the State Board of Education in accordance with the provisions of Ed 200.

Tuition and Transportation

The Superintendents involved in the reassignment of schools under this policy shall jointly establish a tuition rate for each student. Tuition payments shall be the responsibility of the pupil's resident school district. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to other board policy, if applicable.

The cost of transportation shall be the responsibility of the parent/guardian.

Legal References:

*RSA 193:3, Change of School or Assignment; Manifest Educational Hardship
NH Code of Administrative Rules, Section Ed 320, Manifest Educational Hardship
NH Code of Administrative Rules, Section Ed 200, Rules of Practice and Procedure*

1st Read: June 3, 2014
2nd Read: August 19, 2014
Adopted:

Category: R

CHANGE ORDERS PROCEDURES

Process for Approval

Change orders that change the approved scope of the project will be submitted to the School Board (or subcommittee) for approval prior to work commencing. Change orders that do not change the scope of the work, but are the result of unforeseen circumstances discovered during the course of the project, will be dealt with in the follow manner:

1. Change orders totaling \$5,000 or less than 10% of the original project budget will be recommended to the Superintendent of Schools (or Business Administrator) for approval, and the Board informed at the first opportunity;
2. Change orders that, in the aggregate, comprise \$50,000 or 10% or more of the original project budget will be submitted to the School Board (or subcommittee) for approval prior to work commencing.

Construction Change Orders

The School Board employs a Facilities Director who shall be directly responsible to the Board for review of architect and/or contractor's activities in his/her supervision of building construction.

This review shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the School District. The Facilities Director shall make periodic reports to the Superintendent, Business Administrator, and School Board, certifying by his/her personal knowledge that the work of the construction contractor and/or the architect is being performed in accordance with plans, specifications, and contracts.

In the event of a large project, the Board, at its discretion, may employ a Clerk of the Works to supervise the project.

Other Change Orders

Other projects that may require change orders shall be reviewed by other appropriate personnel, such as the Business Administrator or the District Systems Administrator.

This review will include review of the initial bid/proposal specifications, timelines for completion, and any other matters relating to the interest of the School District.

Legal References:

RSA 199:3, 4, 4a, Transfer of Building

1st Read: August 19, 2014

2nd Read:

Adopted:

Category: P

See also JI, JIA, JIC, JICC, JICK

STUDENT DISCIPLINE AND DUE PROCESS

Definitions

1. Disciplinary measures are reasonable, developmentally appropriate procedures that may include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from school sponsored events and activities, probation, and expulsion, as a means of addressing student misbehavior.
2. Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.
3. Detention means the student's presence is required during non-school hours for disciplinary purposes. The building principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.
4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.
5. An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.
6. A restriction from school activities means a student will attend school and classes and practice but will not participate in school extracurricular activities or events.
7. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
8. Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

Standards for Removal from Classroom and Detention

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to follow the reasonable rules and/or applicable policies of the School Board. ~~obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies,~~ or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct. The building principal may assign students to detention under the same standard.

Category: P

See also JI, JIA, JIC, JICC, JICK

STUDENT DISCIPLINE AND DUE PROCESS

(continued)

Standards for In-School Suspension, Restriction of Activities, and Probation

The building principal is authorized to issue in-school suspensions, restrictions of activities, or disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other Board policies or is otherwise inappropriate is or prohibited.

Process for Out-of-School Suspension:

The power of suspension is authorized as follows:

1. The building principal or designated administrator is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school district policies or rules.
 - A. Pursuant to Ed 317.04(a)(1), a suspension of 10 school days or less shall be considered a "short-term suspension" and may be issued for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school under RSA 193:13,1.
2. The Superintendent, or designee appointed in writing by the School Board, is authorized to continue the suspension of a pupil for a period in excess of 10 school days. Prior to this extended suspension, the Superintendent, or designee, will provide an informal hearing on the matter. The informal hearing need not rise to the level and protocol of an official hearing before the Board.
3. Any suspension in excess of 10 school days, as described in Paragraph 2 of this Section, is appealable to the Board, provided the Superintendent receives the appeal in writing within 10 days after the issuance of the Superintendent's decision described in Paragraph 2. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.
4. Due process standards for short-term suspensions (10 days or less) will adhere to the requirements of Ed 317.04(d)(1).
5. Due process standards for long-term suspensions (more than 10 days) will adhere to the requirements of Ed 317.04(d)(2).

Process for Expulsion

1. Any pupil may be expelled by the Board for gross misconduct, or for neglect or refusal to conform to District rules or policies, or for an act of theft, destruction, or violence, as defined in RSA 193-D:1, or for the possession of a pellet or BB gun, rifle, or paint ball gun.
2. Additionally, any pupil may be expelled by the Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than 12 months.

Category: P

See also JI, JIA, JIC, JICC, JICK

STUDENT DISCIPLINE AND DUE PROCESS

(continued)

3. The District will ensure that the due process standards set forth in Ed 317.04(d)(3) are followed.
4. The Superintendent is authorized to modify the expulsion requirements of any student on a case-by-case basis.

Legal References:

RSA 193:13, Suspension & Expulsion of Pupils

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline

NH Code of Administrative Rules, Section Ed 317.04, Standards and Procedures For Suspension and Expulsion of Pupils Assuring Due Process

See Appendix: JICD-R

1st Read: August 19, 2014

2nd Read;

Adopted:

Contoocook Valley School District Policy

STUDENT FEES, FINES, AND CHARGES

Students are responsible for all textbooks and school property entrusted to them and must ensure they receive proper care. Students must pay the school district for any book or property lost or defaced. Report cards or transfer of records may be withheld until all obligations are met.

Students may be assessed fees for use of instructional materials when the product is to be kept by the student, such as in industrial arts, under procedures established by the Principal and approved by the Superintendent.

April 2, 1991