

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, May 6, 2014

School Board Meeting

6:30 P.M.

Great Brook School

Cafeteria

- 1. Call to Order and Pledge of Allegiance**
- 2. Minutes (Board Vote Required)**
 - a. April 15, 2014** (pg. 1-4)
- 3. Chairman's Recognition Award**
- 4. Points of Pride**
- 5. Public Comment**
- 6. Consent Agenda**
 - a. Personnel**
 - 1) Notice of Co-Curricular Positions (pg. 5)
 - 2) Nominations and Resignations (School Board Approval) (pg. 6)
 - 3) Job Descriptions – Special Education Coordinator (2nd Read/Approval) (pg. 7-10)
Special Education Administrator (2nd Read/Approval) (pg. 11-14)
- 7. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar** (pg. 15-16)
 - b. Accept Gift/Donation (Board Vote Required)** (pg. 17)
 - 1) Antrim Elementary School requests the authorization to accept a gift/donation totaling \$500.00 from Richard and Sadie Cahoon for the purpose of bringing a story teller to AES to perform for students K-4.
 - c. Field Trip Request (Board Vote Required)**
 - 1) ConVal High School – Senior Class students will travel by bus to Rye, NH on June 2nd as part of their senior class experience.
 - d. Field Trip Request (Board Vote Required)** (pg. 18)
 - 1) South Meadow School, grade 8, will travel by bus to Gettysburg, PA, Philadelphia, PA, and Washington, DC on April 13-17, 2015 as part of their traditional American Heritage Tour experience.
- 8. Reports**
 - a. Student Representative** – Zach Letourneau
 - b. Teacher Representative** – Gil Morris
 - c. Selectmen's Advisory Committee** – Tom Ferenc
 - d. Education Committee** – Crista Salmay
- 9. Old Business**
 - a. District Study Committee Recommendation (School Board Vote Required)**
 - b. 2nd Read/Adoption (School Board Vote Required)**
 - ECA: Building and Grounds Security (pg. 19)
 - EEAE: School Bus Safety Program (pg. 20)
 - KF: Community Use of School Facilities – rescind old KG (pg. 21-23)
 - c. Policy CBI-R Procedure Discussion** (pg. 24-25)
- 10. New Business**
 - a. 1st Read Policies**
 - JIA: Student Due Process Rights (pg. 26)
 - IIB: Class Size – rescind old IHB (pg. 27-28)
 - IGDG: Student Activities Fund Management and Fundraising (pg. 29)

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. Rescind Policies (School Board Vote Required)

ECB: Buildings and Grounds Maintenance (pg. 30)
GBCC: Staff Rights and Responsibilities (pg. 31)
GBB: Staff Involvement in Decision Making (pg. 32)
EDC: Authorized Use of School-Owned Materials (pg. 33)

-E Rescinds:

ECB-E: Loss Prevention System Food Service Safety Checklist (pg. 34-45)
IICA-E: Use of Private Vehicle Form (pg. 46)
JGD-E: Work Made Up During A Suspension (pg. 47)
JHCB-E: Family Physician's Report of Physical Examination (pg. 48-49)
JHCC-E: School District School Health Services (pg. 50-51)
JN-E: Loss of Textbook (pg. 52)
JO-E: Student Records (pg. 53)
KA-E: School-Community Relations Goals (pg. 54)
KBA-E1: Right to Implementation (pg. 55)
KL-E: Public Complaints (pg. 56-57)
KLB-E: Citizen's Request for Reconsideration of Instructional Materials (pg. 58)

c. CVHS Weight Room Dedication

11. Approval of Manifests (Board Vote Required)

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

a. Personnel

Upcoming Meetings:

Budget & Property Committee – Thurs., May 8th at 6:30 p.m.
School Board Meeting (Goal Setting Meeting) – Tues., May 20th @ SAU at 6:00 p.m.
Selectmen's Advisory Committee Mtg. – Thurs., May 22nd at SAU at 7:00 p.m.
Education Committee – Thurs., May 29th @ SAU at 5:00 p.m.

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, April 15, 2014

School Board Meeting

Hancock Elementary School Library

6:45 p.m.

BOARD

Rich Cahoon, Butch Estey,
Tom Ferenc, Jon Ingram,
David Martz, Stephan Morrissey,
Linda Quintanilha, Pierce Rigrod,
Crista Salamy, Myron Steere,
Fiona Tibbetts

Gil Morris, CVEA

ADMINISTRATION

Dr. Brendan Minnihan, Supt.
Kimberly Saunders, Asst. Supt.
Marian Alese, B.A.
Tim Markley, H.R.
Dr. Rick Matte, Student Services
Dr. Noreen McAloon, FES/GES/HES
Ben Loi, PES
Jim Elder, GBS
Kelly Parker, SMS
Dr. Ann Allwarden, AES/Pierce

1. Call to Order and Pledge of Allegiance

Butch Estey called the meeting to order at 7:22 p.m. The Pledge of Allegiance was recited.

2. Hancock Elementary School Welcome- Dr. Noreen McAloon

Noreen McAloon welcomed everyone to tonight's meeting. Representatives from each classroom were present to share how learning takes place at HES. Dr. McAloon brought attention to art in the multi-purpose room which included recent student work.

Butch Estey shared his thanks to Hancock Elementary staff for hosting tonight's meeting.

3. Minutes (Board Vote Required)

a. April 1, 2014

Myron Steere moved to accept the minutes of April 1, 2014. Rich Cahoon second.

The minutes were amended on page four to reflect the addition of the words "...on the question of money." To the read "Mr. Rigrod asked if anyone had thoughts on the question of money." An amendment to replace the words "baseline budget" with the words "fixed costs" was made on the same page.

Unanimous as amended.

4. Points of Pride

PES

Throughout the month of March, PES participated in an integrated unit. The title of the unit this year was Invention Convention. The unit focused on creativity, innovation, and improvisation. The Unified Arts Team planned activities for all grade levels. Our challenge for the school was:

"Can you invent something that uses all recycled materials?"

How each classroom grade approached the question was shared.

CVHS

CVHS Senior, Catherine Long will be this year's recipient of the 2014 New Hampshire Red Sox Scholarship for ConVal Regional High School.

This honor will be awarded to the 40 New Hampshire high school seniors selected by the Red Sox Foundation, the official team charity of the Boston Red Sox, on Saturday, May 17, 2014, which is New

MISSION STATEMENT

*The ConVal Regional School District, in partnership with its member communities, will inspire all learners to ac¹ - 1 -
academically, contribute to the global community, and thrive as independent and productive citizens.*

Hampshire Day at Fenway Park. Each of the scholars will receive a \$1,000 scholarship award which will be paid directly to the college in which they are enrolled.

FES

Cheryl Orcutt received her doctorate in reading from New England College.

5. Public Comment

None.

6. Consent Agenda

a. Personnel

1) Nominations

Tim Markley referenced the nomination of Sarah Paradis, Occupational Therapist, for next year.

Myron Steere moved to accept the nomination. David Martz second. Unanimous.

Mr. Steere asked if this is a replacement. Tim responded that this is replacing a full occupational therapist.

Tim Markley reported that this time of year, batches of staff are approved by group.

Annual to Annual Contract –

Myron Steere moved to approve the nominations as listed. Stephan Morrissey second. Crista Salamy opposed. All else in favor. Motion carried.

Professional Contract –

Myron Steere moved to approve the staff as listed. David Martz second. Crista Salamy opposed. All else in favor. Motion carried.

Annual to Continuing –

Myron Steere moved to approve the staff as listed. David Martz second. Unanimous.

Continuing Contract to Continuing Contract –

Myron Steere moved to approve the staff as listed. David Martz second. Crista Salamy and Jon Ingram abstained. All else in favor. Motion carried.

2) Notice of Co-Curricular Positions

Jim Aborn – Assistant Girls Track Coach @ CVHS

Mr. Markley referenced two job descriptions as a first read; Special Education Administrator (High School), and Special Education Coordinator. These will move forward for approval at the next School Board meeting.

7. Superintendent's Report and Presentation of Business

a. Safe Routes to Schools (SRTS) – Presentation Tara Germand and Stephen Haas

A presentation on Safe Routes to Schools as it applies to both Peterborough Elementary School and South Meadow School was shared. The project SRTS is a program that enables community leaders, schools and parents to encourage more children to walk or bike safely to school. Traffic patterns within a two mile radius of the schools were analyzed. The focus was on students, but involved community members as well. The focus for PES was the five way intersection just before the school entrance. Traffic volume, speed, and turning patterns were studied. A community meeting was held to gauge concerns about the intersection and safe walking and biking. The intersection is difficult to navigate, has poor visibility, and speeding is a concern.

At South Meadow School, the focus was crossing Route 202 safely. Visibility and lack of a proper crosswalk was of concern. The entrance and exit to Pine Ridge Road and the drive for the SAU is of concern and conflicted. Recommendations for improving crossing conditions include shifting the crosswalk to the northern side of the route and aligned more to the apartments across the street from SMS. A pedestrian rapid flashing beacon is proposed for the crosswalk. Additional lighting is proposed for night time. In addition, merging the SAU/SMS drive with Pine Ridge Road is proposed while closing the school access drive.

Funding from the Department of Transportation may be available. 80% reimbursement funding will become available this summer. This project would be a competitive one.

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.

The Board of Selectman for the Town of Peterborough would meet further on this proposal. The town has been involved in this project all along.

Next steps are to finalize the plans and the committee will begin to look at grant opportunities and other funding options.

Ways to reconfigure the intersection near PES were considered. Stop sign controlled intersections are part of the proposal in addition to a sidewalk on the opposite side where one currently exists on Main St.

A final draft will be presented when complete.

b. Monthly Events Calendar

Education Committee will meet on Monday, April 28th at 6:00 p.m. at the SAU Office.

The Negotiations Committee meeting on Tuesday, May 6th will take place at GBS in Room 309.

c. Accept Gift/Donation (Board Vote Required)

- 1) Francetown Elementary School requests the authorization to accept a gift/donation totaling \$1,000.00 from the New England Foundation for the Arts for the purpose of programs and artist in residence.

Stephan Morrissey moved to accept the donation as read. David Martz second. Unanimous.

d. Field Trip Request (Board Vote Required)

- 1) ConVal High School – Students will travel by airplane to Paris, France and Venice, Italy during April vacation 2015 to experience firsthand, the culture and have the opportunity to practice the language.

Myron Steere moved to approve the field trip as described. Crista Salamy second.

Fundraising will be ongoing to help defray the cost of this trip for students. The anticipated cost is \$2,950 per student all inclusive.

Unanimous.

8. Reports

a. Student Representative

Zach Letourneau, CVHS Student Representative, reported that he made it to the quarter finals in a recent oratorical competition and was awarded \$1,500 in scholarship money.

Mr. Letourneau reported that there is a contest for the next "Voice of ConVal". He outlined the process. In addition, approximately 70 8th grade students are currently attending the YMCA American Heritage Tour in Washington, DC.

b. Teacher Representative

Gil Morris reported that GBS recently tried Quinoa, which is a seed-like grain.

c. School Board Subcommittees – Butch Estey

A draft proposal for committee membership was shared.

Rick Matte will represent the Wellness Committee. Policy will be reviewed.

d. Budget & Property Committee

Myron Steere reported that the negotiation on the Antrim Agreement is nearly complete and will be shared at the next Board meeting. David Martz was recommended to continue with negotiations on the fields with Antrim. In addition, policy on purchasing will be reviewed and bidding will go to the Policy Committee.

District Study Committee – Rich Cahoon

Rich Cahoon reported that recommendations were made at a meeting in the area of consolidation.

Rich Cahoon moved to accept the recommendation of the District Study Committee to review consolidation considerations on a three year cycle; next in 2016.

Butch Estey noted quizzical faces and asked that this be revisited at the next Board meeting. **Tabled.**

9. Old Business

a. Expenditure Report – M. Alese

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.

Marian Alese reported that the report reflects line 1 – recently approved buybacks by the School Board in the salary line. Line 24 - transfer of custodial line for employees on leave. Line 30 reflects transfer for snow plowing fees.

b. Budget +/- Report – M. Alese

A new placement for the remainder of the year is reflected in the tuition line 48, which is not in next year's budget; \$20K this year, \$50K next year. May be offset monies.

c. Grant Report – M. Alese

Ms. Alese reported that the report reflects through March 2014.

d. 2nd Read/Adoption Policy (School Board Vote Required)

DEA: Revenues From Local Tax Sources

Myron Steere moved to accept as read. Linda Quintanilha second. Unanimous.

10. New Business

a. 1st Read Policy

ECA: Building and Grounds Security

EEAE: School Bus Safety Program

KF: Community Use of School Facilities

Myron referenced the three policies listed above for a first read. Any questions or comments should be forward to Jon Ingram, new Policy Committee Chair.

b. Policy to Rescind (School Board Vote Required)

FEG: Supervisions of Construction (Clerk of the Works)

Myron Steere moved to rescind this policy. Linda Quintanilha second.

Rich Cahoon asked if this policy is being replaced. Myron reported that we have never used a Clerk of the Works. We could appoint a Clerk of the Works.

Rich Cahoon opposed. All else in favor. Motion carried.

JL: Student Gifts and Solicitations

Myron Steere moved to rescind this policy. Linda Quintanilha second. Unanimous.

KGE: Use of School Buildings for Religious Purposes

Myron Steere moved to rescind this policy. Linda Quintanilha second. Unanimous.

KI: Student Gifts and Solicitations

Myron Steere moved to rescind this policy. Linda Quintanilha second. Unanimous.

11. Approval of Manifests (Board Vote Required)

Marian Alese certified that manifests 23f14042-23f14044 and 80 to 82 totaling \$192,072.05 and payroll 20 and 201 totaling \$794,912.64 have been reviewed by her 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 as read. Stephan Morrissey second. Unanimous.

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

a. Personnel

Myron Steere moved to enter into non-public session at 8:36 p.m. for matters of personnel. Second. Unanimous on a roll call vote.

David Martz moved to exit non-public session at 9:48 p.m. Stephan Morrissey second. Unanimous.

David Martz moved not to seal the minutes of non-public session. Rich Cahoon Second. Unanimous.

Motion to adjourn at 9:50 p.m. Duly second. Unanimous.

Respectfully submitted,

Brenda Marschok

MISSION STATEMENT

*The ConVal Regional School District, in partnership with its member communities, will inspire all learners to ac' - 4 -
academically, contribute to the global community, and thrive as independent and productive citizens.*

NOTICE OF CO-CURRICULAR POSITIONS

CVHS

Hunter Joseph

Assistant Ice Hockey Coach

\$2,285.95

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

Personnel Agenda
May 6, 2014

2014-15 Nominations:

SMS

Timothy Baylies

Education Technology Integrator

\$38,023.00

2014-15 Resignations:

CVHS

Elizabeth Goodhue

English Teacher

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCOOK VALLEY SCHOOL DISTRICT**

Draft

POSITION TITLE: **Special Education Coordinator**

SUPERVISOR: **Director of Student Services**

QUALIFICATIONS:

- 3 to 5 years experience as a special education administrator and/or special education teacher preferred. Experience as a related service provider will be considered.
- Certified or certifiable by the New Hampshire State Department of Education as an Administrator and/or special education teacher is required.
- Bachelor's degree in Education is required; Master's degree is preferred.

SUMMARY:

Special Education Coordinators for the School District will be assigned to the following levels: Pre-School, K-4, and 5-8. Their job duties are the same, except they are specific to the level they support. Please note that Dublin Consolidated School has grades K-5; therefore, the K-4 Special Education Coordinator will cover grade 5 at Dublin. This is the only elementary school in the ConVal School District that has a grade 5.

The Special Education Coordinator assists the Director and Assistant Director of Student Services in the areas of building level administration, budget development, and the effective management of special education resources. The position is responsible for ensuring compliance with established special education policies, procedures, and/or regulations, understanding and disseminating information on the instructional needs of ConVal's special education students, and the monitoring of data to make informed decisions.

DUTIES AND RESPONSIBILITIES:

Consultative Responsibilities

1. Collaborates with others (e.g. Director of Student Services, Assistant Director of Student Services, building level administrators, teachers, and paraprofessionals) for the purpose of implementing and maintaining special education services in accordance with the educational needs of special education students and regulatory requirements.
2. Serves as a resource for building level staff for all matters related to Special Education. (Where appropriate, will need to maintain a consistent, rotating building-based schedule for multiple schools.)
3. Conducts frequent regular meetings throughout the year where Special Education staff can provide input into Special Education decisions.
4. Facilitates and participates in a variety of meetings with building level administrators, teachers, and paraprofessionals that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired changes.
5. Acts as LEA (Local Education Administrator), and a special education resource to building level special education teams.

1st Read: 4/15/14
Approved:
Revised:

6. Remains informed and disseminates information to building level administrators, teachers, and staff with regard to current research, trends, and best practices in Special Education.
7. Coordinates with building level staff (administration and teachers) to receive IEPs (Individual Education Plans) of all incoming students.
8. Monitors special education compliance and oversees special education data collection at their level.
9. Assists the development and facilitation of special education staff meetings.
10. Provides training opportunities in collaboration with other professionals to address the needs of ConVal students (e.g. LSCI- Life Space Crisis Intervention, CPI - Crisis Prevention Intervention, etc.).
11. Works with the special education administrative team (Director and Assistant Director of Student Services, and fellow special education coordinators) to establish and administer training programs to school staff.
12. Assists special educators and out-of-district teams with the routine, clerical tasks that are required in Special Education. This involves assisting special educators with completing paperwork, scheduling meetings, and returning phone calls.
13. Serves as a collegial collaborative resource to special educators, regular educators, building administrators, paraprofessionals, parents and related services staff with regard to instruction, case management, IEP writing, the IEP process, and special education programming.
14. Provides assistance to special educators around writing effective IEP's, this involves writing effective present levels of performance, effective and measurable IEP goals, writing effective progress reports, etc.

Budget

1. Assists the Director and Assistant Director of Student Services with budget development, budget decisions, and budget narrative with regard to special education teachers and paraprofessionals. These duties include staff assignments, case load reviews, and work load reviews for special education teachers and paraprofessionals.

Planning

1. Assists the Assistant Director of Student Services as an initial point of contact and the Director of Student Services when appropriate regarding district policies, procedures, staffing, materials, equipment, space requirements, etc., for the purpose of implementing special education programs/services and complying with local, state and federal regulations.
2. Works collaboratively with the Assistant Director of Student Services and fellow special education coordinators with regard to students transitioning to the next level.

Programming

1. Assists the Director and Assistant Director of Student Services in managing the implementation of the provision of services for the purpose of delivering FAPE to students with disabilities in conformance with legal, financial, time requirements, and district requirements. This is done through delegation, meetings, walkthroughs, and personal involvement.

Personnel Management

1. Assists administration in the hiring of staff for special education positions in the District, as well as diagnostic and related services personnel, when appropriate.
2. Works collaboratively with the Director and Assistant Director of Student Services, and ConVal's Special Education Coordinators in all aspects related to special education planning, budget development, out-of-district assignments, and crisis intervention.
3. May be required to conduct performance observations and summative evaluations of staff.

Out of District Responsibilities

1. Acts as LEA and case manager to assigned out-of-district students.
2. Assures that assigned out-of-district students receive a FAPE (Free Appropriate Public Education). This includes preschool students with disabilities who are placed in community preschool programs.

Crisis Intervention

1. Makes suggestions to building principals and special education staff as to how to deal with crisis situations. May also need to get directly involved with situations that are challenging.
2. Provides administrators with procedures dictated to us by the special education law as applied to educationally disabled students (discipline, handicapped access, etc.).
3. Meets with parents and special education teams who are experiencing difficulties communicating in regard to an individual child's program.

Other responsibilities

1. The Special Education Coordinator is also called upon by the Superintendent or the Director of Student Services, or the Assistant Director of Student Services to either chair or act as a liaison to any of a number of district level committees, (such as P-Tan, Response to Intervention committee, or Common Core steering committee.)
2. Occasionally works with students directly. This may include, but is not limited to, working with students in a classroom setting (regular education or special education), evaluating students, and /or counseling students.
3. May be required to case manage special education students. If needed, this will be assigned by the Director or Assistant Director of Student Services.

Program Quality Control

1. Monitors all processes of identifying educationally disabled students specific to NHSEIS (New Hampshire Special Education Information System) and the special education process.
2. May be required to observe and evaluate staff performance, in either a primary or collaborative role.
3. Assists the Director and Assistant Director of Student Services in developing and facilitating appropriate professional development opportunities for special education staff.
4. Assists with other job related responsibilities as assigned by Director or Assistant Director of Student Services.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Frequently standing, particularly for sustained periods of time.
- Frequently walking, moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally lifting, raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Constantly talking, expressing, or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly hearing and perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT
DRAFT**

POSITION TITLE: Special Education Administrator (High School)

SUPERVISOR: Director of Student Services

QUALIFICATIONS:

- 3 to 5 years of Special Education teaching and/or special education administration experience preferred. Experience as a related service provider will be considered.
- Certified or certifiable by the New Hampshire State Department of Education as a Special Education Administrator required. Certified or certifiable by the New Hampshire State Department of Education as a Special Education teacher is preferred.
- Bachelor's degree in Education is required, Master's degree is preferred.

SUMMARY:

The Special Education Administrator assists the Director and Assistant Director of Student Services in the areas of building level administration, budget development, and the effective management of special education resources. The position is responsible for ensuring compliance with established special education policies, procedures, and/or regulations, understanding and disseminating information on the instructional needs of ConVal's special education students, and the monitoring of data to make informed decisions

DUTIES AND RESPONSIBILITIES:

Consultative Responsibilities

1. Collaborates with others (e.g. Director of Student Services, Assistant Director of Student Services, building level administrators, teachers, and paraprofessionals) for the purpose of implementing and maintaining special education services in accordance with the educational needs of special education students and regulatory requirements.
2. Serves as a resource for building level staff for all matters related to Special Education.
3. Conducts frequent regular meetings throughout the year, where Special Education staff can provide input into Special Education decisions.
4. Facilitates and participates in a variety of meetings with building level administrators, teachers, and paraprofessionals that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired changes.
5. Acts as LEA (Local Education Administrator) and a special education resource to building level special education teams.
6. Remains informed, and disseminates information to building level administrators, teachers, and staff with regard to current research, trends, and best practices in Special Education.
7. Coordinates with building level staff (administration and teachers) to receive IEPs (Individual Education Plans) of all incoming students.
8. Monitors special education compliance and oversees special education data collection at their level.
9. Assists the development and facilitation of special education staff meetings.

1st Read: 4/15/14

Approval:

Revised:

- 1 1 -

10. Provides training opportunities in collaboration with other professionals to address the needs of ConVal students (e.g. LSCI- Life Space Crisis Intervention, CPI - Crisis Prevention Intervention, etc.)
11. Works with the special education administrative team (Director and Assistant Director of Student Services, and special education coordinators) to establish and administer training programs to school staff.
12. Assists special educators and out-of-district teams with the routine, clerical tasks that are required in Special Education. This involves assisting special educators with completing paperwork, scheduling meetings, and returning phone calls.
13. Serves as a collegial collaborative resource to special educators, regular educators, building administrators, paraprofessionals, parents and related services staff with regard to instruction, case management, IEP writing, the IEP process, and special education programming.
14. Provides assistance to special educators around writing effective IEP's, this involves writing effective present levels of performance, effective and measurable IEP goals, writing effective progress reports, etc.
15. Monitors the education needs of special education students and programs accordingly. This may involve ensuring that classes are co-taught by special education teachers and regular education teachers, as well as making sure that paras are utilized effectively (program paras vs. individual paras).

Budget

1. Assists the Director and Assistant Director of Student Services with budget development, budget decisions, and budget narrative with regard to special education teachers and paraprofessionals. These duties include staff assignments, case load reviews, and work load reviews for special education teachers and paraprofessionals.

Planning

1. Assists the Assistant Director of Student Services as an initial point of contact and the Director of Student Services when appropriate regarding district policies, procedures, staffing, materials, equipment, space requirements, etc., for the purpose of implementing special education programs/services and complying with local, state and federal regulations.
2. Works collaboratively with the Assistant Director of Student Services and fellow special education coordinators with regard to students transitioning to the next level.

Programming

1. Assists the Director and Assistant Director of Student Services in managing the implementation of the provision of services for the purpose of delivering FAPE to students with disabilities in conformance with legal, financial, time requirements, and district requirements. This is done through delegation, meetings, walkthroughs, and personal involvement.

Personnel Management

1. Assists administration in the hiring of staff for special education positions in the District, as well as diagnostic and related services personnel.
2. Works collaboratively with the Director and Assistant Director of Student Services, and ConVal's Special Education Coordinators in all aspects related to special education planning, budget development, out-of-district assignments, and crisis intervention.

1st Read: 4/15/14

Approval:

Revised:

3. Will be required to conduct performance observations and summative evaluations of staff.

Out of District Responsibilities

1. Acts as LEA and case manager to assigned out-of-district students.
2. Assures that assigned out-of-district students receive a FAPE (Free Appropriate Public Education). This includes preschool students with disabilities who are placed in community preschool programs.

Crisis Intervention

1. Makes suggestions to building principals and special education staff as to how to deal with crisis situations. May also need to get directly involved with situations that are challenging.
2. Provide administrators with procedures dictated to us by the special education law as applied to educationally disabled students (discipline, handicapped access, etc.).
3. Meets with parents and special education teams who are experiencing difficulties communicating in regard to an individual child's program

Other responsibilities

1. The Special Education Administrator is also called upon by the Superintendent or the Director of Student Services, or the Assistant Director of Student Services to either chair or act as a liaison to any of a number of district level committees, (such as P-Tan, Response to Intervention committee, or Common Core steering committee)
2. Occasionally works with students directly. This may include, but is not limited to, working with students in a classroom setting (regular education or special education), evaluating students, and /or counseling students.
3. May be required to case manage special education students. If needed, this will be assigned by the Director or Assistant Director of Student Services.

Program Quality Control

1. Monitors all processes of identifying educationally disabled students specific to NHSEIS (New Hampshire Special Education Information System) and the special education process.
2. Helps observe and evaluate staff performance, in either a primary or collaborative role.
3. Assists the Director and Assistant Director of Student Services in developing and facilitating appropriate professional development opportunities for special education staff.
4. Assists with other job related responsibilities as assigned by Director or Assistant Director of Student Services.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Frequently standing, particularly for sustained periods of time.
- Frequently walking, moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally lifting, raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.

1st Read: 4/15/14

Approval:

Revised:

- 13 -

- Constantly talking, expressing, or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly hearing and perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 School Board Induction Series - Legal Roles & Responsibilities @ SAU 06:00 PM	2	3
4	5	6 <u>Negotiation Committee</u> <u>Mtg. @ GBS Rm. 309</u> 05:00 PM School Board Meeting <u>@ Great Brook School</u> 06:30 PM <u>@ Great Brook School</u>	7	8 <u>Budget & Property</u> <u>Committee @ SAU</u> <u>Conf. Rm. #1</u> 06:30 PM	9	10
11	12	13 <u>Negotiation Committee</u> <u>Mtg. @ SAU Board</u> <u>Room</u> 05:00 PM	14	15	16	17
18	19	20 School Board Goal Setting Meeting @ SAU Board Room 06:00 PM @ SAU	21	22 Selectmen's Advisory Committee Mtg. @ SAU Office 07:00 PM	23	24
25	26 <u>Memorial Day - NO</u> <u>SCHOOL</u>	27	28	29 <u>Education Committee</u> <u>Meeting @ SAU</u> 05:00 PM	30	31

June 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 <u>School Board Meeting</u> 07:00 PM @ Greenfield Elementary School	4	5	6	7
8	9	10	11 <u>Education Committee</u> <u>Mtg. @ SAU</u> 05:00 PM	12	13	14
15	16	17 <u>School Board Meeting</u> 07:00 PM @ SAU Board Room	18	19	20 <u>Last Day of School</u>	21
22	23	24	25	26	27	28
29	30					

NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1

CONTOOCCOOK VALLEY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road, Peterborough, NH, 03458-1197

Telephone: 603-924-3336

Fax: 603-924-6707

Dr. Brendan Minnihan
Superintendent of Schools
bminnihan@conval.edu

Kimberly Saunders
Assistant Superintendent of Schools
ksaunders@conval.edu

TO: Contoocook Valley School Board
FROM: Richard Antrim Elementary School (Ann Allwarden, principal)
DATE: 4-14-14
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Antrim Elementary School requests authorization to accept from:
Name/Address: Richard and Sadie Cahoon

the following gift/donation of: a cashier's check valued at \$ 500.00
for the purpose of: bringing a story teller to AES to perform
for students (K-4)

Ann Allwarden
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received _____

Date Approved by School Board _____

Date Not Approved by School Board/Reason: _____

CONTOOCOOK VALLEY SCHOOL DISTRICT FIELD TRIP PROPOSAL

1. Name: Ed Lowy Grade: 8 School: SMS
 2. Destination: Gettysburg, PA, Philadelphia, PA, Washington D.C.
 3. Date(s) of Trip: April 13-17 2015 Time(s): From _____ to _____

4. Description of Trip:

The American Heritage Tour takes 8th grade students to historical sites in Philadelphia, Gettysburg, + Washington D.C. This program is offered to us through the Cheshire YMCA

5. How will this trip relate to your program and/or curriculum?

Students will be visiting sites they learn about in History Class. They will also be writing research papers on some of the places/people/events they have learned about and will be visiting

6. Transportation will be by: Bus Co. Wilson Bus Co Private Car _____ Other _____
 (Private cars require completion of District Use of Private Vehicle Form by individual drivers)

7. Ratio of Adults: 1 to Number of Students: 10
Edward Lowy 5/2/14 Charles O... 5/2/14
 Staff Signature Date Principal Signature Date

**SCHOOL USE ONLY: All items must be checked before the
Principal/Assistant Principal will sign**

<input type="checkbox"/> Bus Form If Necessary	<input type="checkbox"/> UA Team Notified
<input type="checkbox"/> Fee Paid By _____	<input type="checkbox"/> Posted on Events Calendar
<input type="checkbox"/> Chaperones Listed On The Reverse	<input type="checkbox"/> Notified Nurse to prepare
<input type="checkbox"/> Permission Slips To Parents/Guardians Prepared	<input type="checkbox"/> Medicine
<input type="checkbox"/> Office Notified With Accurate Lists of Students	<input type="checkbox"/> First Aid/CPR Certified Staff
<input type="checkbox"/> Kitchen Notified If Lunches Would Be Affected	<input type="checkbox"/> Member Attending

**SCHOOL BOARD APPROVAL REQUIRED FOR TRIPS OF MORE THAN
TWO (2) DAYS (REFER TO FIELD TRIP POLICY IICA).**

Proposal forms must be submitted to the Principal by April 1st, to the Superintendent by May 1st and approved by the School Board no later than the August meeting for trips during the new school year

Date Received at SAU Office _____ Date Approved/Not Approved by School Board _____
 (Please Circle One)

Superintendent/Board Chairman Signature _____

Adopted: May 1, 2001

Category: R

BUILDING AND GROUNDS SECURITY

The School Board will cooperate closely with local law enforcement and fire departments, and with insurance company inspectors.

Records and funds will be kept in a safe, locked location.

Access to school buildings and grounds outside of regular school hours will be limited to school personnel whose work requires it. An adequate key control system will be established to limit access to buildings to authorized personnel.

School buildings will be closed and locked after the last school activity has concluded each day.

A building being used by an authorized school or community group in the evening, or on non-school days, will be opened for such activity and secured again after its conclusion.

A school district employee must be on school grounds during the course of the activity. Only a school district employee will be allowed to open and close the school in the event of such an activity.

Classroom windows and doors are to be locked when the ~~teachers leave the~~ building is closed.

In addition to this policy, the Superintendent is charged with establishing further safety and security provisions as may be necessary.

The building principal is responsible for enforcing this policy.

1st Read: April 15, 2014

2nd Read: May 6, 2014

Adopted:

*Category: R**See also EEA, JICC***SCHOOL BUS SAFETY PROGRAM**

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least two times a year (Oct.-May) to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.
4. All drivers will be screened before employment for physical condition, proper license, and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed.
5. The School Board authorizes use of video and/or audio surveillance on school buses to ensure the health, welfare, and safety of all students while riding on school buses. Use of such surveillance will be in accordance with policy ECAF, Audio and Video Surveillance On School Buses.
6. In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply. The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.
7. The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

Legal References:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

RSA 189:6-a, School Bus Safety

RSA 570-A:2, Interception and Disclosure of Telecommunication or Oral Communications Prohibited

Appendix EEA-R

1st Read: April 15, 2014

2nd Read: May 6, 2014

Adopted:

Category: R

See also ECA

COMMUNITY USE OF SCHOOL FACILITIES

When not in use for school purposes, school buildings and grounds, or portions thereof, may be used for education, discussion, civic, social, recreational, or entertainment purposes; and other such purposes that promote the welfare of the community, including use as registration and polling places for voters.

No person, group, or organization has any vested right to use school property. The right to use the property for any lawful purpose is subject to approval by the School Board's designee.

Accordingly, the Board has established detailed regulations and procedures, including rental fees, pertaining to the public use of school facilities.

~~Distribution of onsite materials is subject to ConVal School District policies KI and JL (Student Gifts and Solicitations).~~

Religious Organizations

All groups who use school facilities for religious purposes will pay a fee, which shall be the same for all religious denominations.

~~All school facility use by religious organizations shall be subject to ConVal School District policy KGE (Use of School Buildings for Religious Purposes).~~

When religious organizations wish to use school facilities for other than religious services events, separate applications should be filed and said applications will be considered in the same manner as any other civic or recreational request.

Community Use of School Facilities

The use of school buildings, grounds and fields, equipment, and facilities will be authorized by the Superintendent or his/her designee in conformity with the following procedures governing their use as approved by the Board.

1. The use of school facilities for school purposes, school-sponsored activities/events, alumni associations, parent-teacher associations, and other organizations affiliated with the schools have precedence over all others. Requests for school facilities for school programs must be cleared with the building principal or his/her designee.
2. School-related groups, including state educational professional associations will be permitted reasonable use of school facilities
3. All activities must be under adult supervision approved by the building administrator or his/her designee of the building involved. In all cases, an assigned school employee may be on site. The group using the facilities will be responsible for any damage to the building or equipment.
4. Groups using the facilities are restricted to the dates and hours approved, and to the building area and facilities specified, unless requested changes are approved by the building administrator or his/her designee.

*Category: R**See also ECA***COMMUNITY USE OF SCHOOL FACILITIES**

(continued)

5. Large Groups using the facilities are responsible for the observance of county and state fire and safety regulations at all times. RSA 153:5 and Administrative Rules SAF-C 6000 require that trained crowd control managers be on duty during any public assembly event. Organizers of any activity are required to provide the names of trained Crowd Control Managers that will be present at the event(s).

(A Basic Fire Safety & Crowd Managers Training Program can be found on the ConVal School District website under Emergency Plans (<http://www.Conval.edu>))

6. The use of alcoholic beverages, drugs, profane language, gambling in any form, or any other activity restricted in district policies and handbooks are not permitted on school premises. Smoking within the building or on school grounds is not permitted.
7. The School Board will cooperate with recognized agencies, such as the Red Cross and Town Emergency Management Services, and will make suitable facilities available without charge during community emergency or to prepare for civil defense.
8. Liability insurance will be required for all non-school related groups given permission to use school facilities. Organizers of any activity must provide a certificate of insurance endorsed to name the ConVal School District as an additional insured.
9. The Board will periodically review and approve a fee schedule for use of facilities.
10. In situations where there is no cost to the district, or the renter is a ConVal youth organization, or in any situations where a mutual exchange of facilities is possible between the school district and the organization, or when the district requests a change in location fees may be waived or modified by the Superintendent or his/her designee. In situations where extended usage for a long period of time is required, fees may be set at a contract price.
11. Nothing in this policy is meant to supersede agreements related to town facilities and property reached between the District and town entities.
12. The Superintendent or his/her designee and/or the School Board reserve the right to cancel any facility use permission granted.

Statutory Reference

RSA 153:5, NH State Board of Fire Control Rules

Legal Reference

Administrative Rules SAF-C 6000, NH State Fire Code

See Also: Basic Fire Safety & Crowd Managers Training Program

1st Read: April 15, 2014

2nd Read: May 6, 2014

Adoption:

Contoocook Valley School District Policy

COMMUNITY USE OF SCHOOL FACILITIES

When not in use for school purposes, school buildings and grounds or portions thereof may be used for adult education, discussion, religious, civic, social, recreation, entertainment purposes, and such other purposes that promote the welfare of the community, including use as registration and polling places for voters.

No person, group, or organization has any vested right to use school property; but the right to use the property for any lawful purpose is subject to approval by the Superintendent, in accordance with established detailed regulations, including rental fees, pertaining to the public use of school facilities.

1st Reading: July 20, 2004
Board Adoption: August 17, 2004

*Category: R**See also AFB***EVALUATION OF THE SUPERINTENDENT AND GOAL SETTING**

The School Board shall annually evaluate the Superintendent based on written criteria as established by the Board. The evaluation shall encompass the Superintendent's position as contained in Board Policy CB – School Superintendent.

The assessment of the Superintendent will consist of three primary areas of performance:

1. Progress on Board goals as established in the annual planning process with agreed measures of performance.
2. Progress on professional goals established by the superintendent and agreed by the Board which consists of three to five goals with associated measures of performance.
3. Rating of job performance characteristics established by the Board and reviewed by the Superintendent (see current list in CBI-R).

Additionally, the Superintendent will provide a written perspective on his/her performance to be included with the review. The Vice-Chair of the School Board will review the Board's evaluation with the Superintendent once it has been approved by the Board.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent/Board relationships, and may provide written comments to the Board for evaluation of the Superintendent's performance.

It is important to note that circumstances may require some changes to the established criteria for evaluation based on agreement of the Board and Superintendent.

Legal References:

*N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards,
Superintendent Evaluation
See CBI-R*

1st Read: January 7, 2014

2nd Read: February 4, 2014

Adopted: February 4, 2014

Evaluation of the Superintendent Procedures

The Vice-Chair of the School Board is responsible for ensuring the Evaluation of the Superintendent is completed according to the criteria established in the Policy CBI and within the established timeframes.

The development of the evaluation criteria as shown in Policy CBI – Superintendent's goals, Board goals measurements and job performance characteristics will normally be completed prior to the first Board meeting in June each year. The Board will be asked to approve the performance criteria at the June meeting. (Note that the June date was established so that known factors of Budget and Board Goals for the upcoming year will be in place.)

The rating of the Superintendent is to be completed prior to the first meeting February at which time the Board and Superintendent will meet to go over the evaluation. Therefore the Vice-Chair and Superintendent must schedule time to complete the review document.

Each member of the Board will be provided rating material to complete and return to the Vice-Chair for consolidation and entry into the review document. The Vice-Chair will provide a schedule, material, and any training required to accomplish the Board's portion of the review process.

The Vice-Chair will consolidate the results and provide the overall review to Board members for discussion with the Superintendent for the February meeting. Based on the discussion and agreement with the Board the Vice-Chair will prepare a final consolidated review for the Board to approve. The final signed (Chair and Vice-Chair) review document is presented to the Superintendent. (Note that it is intended that the Board for the term of the review would be best to determine any salary adjustments.)

Listing of performance characteristics currently used in the evaluation:

1. Leadership and Culture
2. Communications and Community Relations
3. Financial Management
4. Planning and Organizational Management
5. Curriculum and Instructional Management
6. Human Resources Management
7. Policy

The characteristics noted above may be updated at various times by a vote of the School Board.

Category: R

See also JL, JIC, JICD

STUDENT DUE PROCESS RIGHTS

Students facing discipline will be afforded all due process rights given by law. The Superintendent or designee appointed in writing, is authorized to suspend any student for ten days or less for violations of school rules or policies. The School Board, or representative thereof, designated in writing, is authorized to continue the suspension in excess of 10 days following a hearing with the aforementioned representative. Any suspension in excess of 10 days may be appealed to the Board committee charged with discipline review.

In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language, as necessary, or presented orally upon request.

Legal References:

RSA 189:15, Regulations

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

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

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

Appendix: JICD - R

1st Read: May 6, 2014

2nd Read:

Adopted:

Category: R

CLASS SIZE

The ConVal School District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering to class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.

The School Board recognizes the many instructional benefits based on reasonable class sizes. To that end, the Board recommends and will make reasonable efforts to support the following class size guidelines:

Grade Level	Number of Students
K	15 – 18
1 – 2	18 – 20
3 – 4	20 – 22
5 – 8	22 – 25
9 – 12	25 - 28

When class sizes exceed these guidelines, the staff, administration, and School Board will review all available options and recommendations. Staffing needs, safety, class schedules, as well as material and space allocation will be considered as part of the final decision in adjusting class sizes.

1st Read: May 6, 2014

2nd Read:

Adopted:

Contoocook Valley School District Policy

CLASS SIZE

The Board is aware that class size has bearing upon effective teaching. It therefore directs the Superintendent to work with principals in attempting to establish a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon the financial ability of the school district. In determining the size of various classes, the administration will consider the following factors:

1. The type of load which will help the teacher be most effective with the children in the class.
2. The experience of the teacher and his or her familiarity with district programs and policies.
3. Required preparation and correction time for the particular class.
4. The square footage of the classroom. Efforts will be made to conform to state standards (i.e., 30 sq. ft. per elementary school students, etc.).

April 2, 1991

*Category: R**See also JJF***STUDENT ACTIVITIES FUND MANAGEMENT AND FUNDRAISING**

The School Board authorizes the establishment of Student Activity Funds. Such funds shall be organized and managed consistent with the provisions of this policy.

Student activity funds may be raised and spent to promote the general welfare, education of the student body and/or the extracurricular activities of student clubs, groups and organizations.

The Business Administrator shall be responsible for the proper administration of the financial activities of the Student activities fund in accordance with state law and appropriate accounting practices and procedures. The Business Administrator is charged with establishing administrative regulations to carry out the provisions of this policy.

Student activity accounts are subject to auditing at any time by the Business Administrator or his/her designate.

Student fundraising activities must be for the support of the school mission. Fundraising will not be school sponsored unless it is approved by the Superintendent. All fundraising money must be deposited in the school activity accounts which shall be maintained according to standards and procedures established by the Superintendent or his/her designee, and these accounts shall be audited annually.

See Also Appendix JJF-R

1st Read: May 6, 2014

2nd Read:

Adopted:

Contoocook Valley School District Policy

BUILDINGS AND GROUNDS MAINTENANCE

The Contoocook Valley School Board will develop and execute a continuing program of maintenance of all district-owned buildings and grounds. This program of maintenance will be administered in such a manner as to preserve the capital investment of the district and to prevent deterioration due to lack of proper care.

The Superintendent will carry out the above policy through providing for:

1. Buildings and grounds improvements and additions as established by capital outlay line items approved by the Board.
2. An adequate custodial program for all schools.
3. Improvement and maintenance of school grounds and fields.
4. Repairs, including repairs of equipment, and painting.
5. Determination of obsolete equipment.
6. A system of monitoring and record-keeping which will document all inspections and repairs.

1st Board Reading: November 6, 2001
Board Adoption: December 4, 2001

Contoocook Valley School District Policy

STAFF RIGHTS AND RESPONSIBILITIES

All staff members have a responsibility to and shall make themselves familiar with, and abide by, the laws of the state as these affect their work, the policies of the Board, and the regulations designed to implement them.

All staff members shall carry out their assigned responsibilities with conscientious concern. The first responsibility of the instructional staff is the education of the student.

Also essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward their own and the Board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

In their association with students, all school employees shall set examples that are an important part of the educational process. Their manner, dress, courteousness, industry, and attitudes establish models that affect the development of young people. The Board expects its staff members to set exemplary models, as well as provide exemplary instruction.

1st Board Reading: December 5, 2000
Board Adoption: January 9, 2001

Contoocook Valley School District Policy

(Also ABB)

STAFF INVOLVEMENT IN DECISION MAKING

The Superintendent will establish channels of communication with employees to exchange ideas and opinions regarding the operation of the schools. He/She should weigh with care the counsel given by employees.

1st Board Reading: December 18, 2001
Board Adoption: January 29, 2002

Contoocook Valley School District Policy

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

No school equipment may be used for other than school, school related, civic, or educational purposes.

The Board shall permit school equipment to be loaned to staff members when such use is related to their employment, and to students when the equipment is to be used in connection with their studies or extracurricular activities. A written agreement should be used, which specifies the borrower's responsibility to return the equipment in the condition in which it was received, and his/her financial responsibility for any loss or damage, which will meet the requirements of all applicable insurances.

1st Board Reading: November 6, 2001
Board Adoption: December 4, 2001

Contoocook Valley School District Policy

LOSS PREVENTION SYSTEM FOOD SERVICE SAFETY CHECKLIST

INTRODUCTION

This checklist is to be completed to the best of your ability and retained in your files. Areas of the checklist revealing any safety hazards should be reported to the manager at the earliest possible date.

Take into consideration each human (person) action, each environmental (place) situation and each (thing) item that is included in the many variations of food operations. Consider each individually and use these following considerations as guidelines and reminders to help prevent accidents.

1. RECEIVING AREA

	YES	NO
A. Are floors in safe condition? (Are they covered with non-skid material?)	_____	_____
B. Are garbage cans washed daily in hot water?	_____	_____
C. If garbage disposal area is adjacent to or part of the general receiving area, is there a program that keeps floors and/or dock areas clear of refuse?	_____	_____
D. Is there a proper rack for holding garbage containers?	_____	_____
E. Are garbage containers on dollies or other wheel units to eliminate lifting by employees?	_____	_____
F. Are employees instructed in correct handling methods for Various items that are received – opening, lifting, storing?	_____	_____
G. Are adequate tools available for opening crates, barrels, Cartons, etc.?	_____	_____
H. Is the opening done away from containers of food?	_____	_____

2. STORAGE AND HANDLING AREA

A. Are shelves adequate to bear weight of items stored?	_____	_____
B. Are employees instructed to store heavy items on lower Shelves and lighter materials above?	_____	_____
C. Is a safe ladder provided for reaching high storage?	_____	_____
D. Is a carbon dioxide fire extinguisher located near the door?	_____	_____
E. Are toxic materials, hazardous substances, properly stored and Handled?	_____	_____
F. Are combustibles and inflammables stored and handled properly?	_____	_____
G. Are compressed gas cylinders stored properly in a cool, dry well-ventilated and fire-resistant area?	_____	_____
H. Are compressed gas protective valve caps kept in place?	_____	_____

Contoocook Valley School District Policy

	YES	NO
I. Are cylinders secured, strapped, chained, or positioned to prevent knocking over, bumping, etc.?	_____	_____
J. Are cylinders stored away from electricity, salt, corrosive or heat?	_____	_____
K. Is there sufficient space for storage of everything, with nothing stored on floors, corridors, or in stairways?	_____	_____
L. Are shelves adequate to bear weight of items stored?	_____	_____
M. Are cartons or other flammable materials stored sufficiently away from light bulbs and sources of heat?	_____	_____
N. Are portable storage racks and stationary racks in safe condition, free from broken or bent shelves and set on solid legs?	_____	_____
O. Is there a safety device on the walk-in cooler door to permit exit from the inside, or, is there an alarm bell?	_____	_____
P. Is the refrigerant in the refrigerator non-toxic: (Check this with your refrigerator serviceman.)	_____	_____

3. FOOD PREPARATION AREA

A. Are steam tables cleaned daily and regularly maintained?	_____	_____
B. Are electrical switches located so they can be reached readily in the event of an emergency?	_____	_____
C. Are the switches located so that employees do not have to lean on or against metal equipment when reaching for them?	_____	_____
D. Are floors regularly and adequately maintained and covered with non-skid material where necessary?	_____	_____
E. Are employees properly instructed in the operation of machines?	_____	_____
F. Are employees forbidden to use equipment unless specifically trained in its use?	_____	_____
G. Are machines' safety guards always in place?	_____	_____
H. Is a pusher or tamp provided for use with the grinder?	_____	_____
I. Are the mixer beaters properly maintained to avoid injury?	_____	_____
J. If anything breaks near the food service area, are all foods removed from service adjacent to breakage?	_____	_____
K. Are hot pads, asbestos gloves, spatulas, or other equipment provided for use with stove, ovens or cooking units? Are cooking utensil handles turned sideways so as not to protrude over edges of cooking unit?	_____	_____
L. Are prepared foods properly protected from contamination from above, etc.?	_____	_____
M. Are stove, hood filters, cooking areas, properly cleaned to remove greases and inflammable wastes?	_____	_____
N. Are knives and other sharp instruments properly stored in scabbards, sheath racks and magnetic bars and not scattered in drawers and boxes, etc.?	_____	_____

Contoocook Valley School District Policy

4. SERVING AREA

YES

NO

- A. Are steam tables cleaned daily and regularly maintained? _____
- B. Are gas or electric units checked regularly by a competent service Man? _____
- C. Is the safety valve equipment operative? _____
- D. Are serving counters and tables free of broken parts and wooden or metal slivers and burrs? _____
- E. Are floors and/or ramps in good condition and covered with non-skid material? _____
- F. Is the traffic flow set so that employees do not collide while carrying trays or obtaining foods? _____
- G. Is glassware, china, silverware, plastic ware, enamelware, etc., regularly inspected for chips, cracks, flaws, etc.? _____
- H. Is there a program for disposition of broken glass and china? _____
- I. Are tray counter rails adequate and set to prevent trays from slipping or falling at the end or at corners? _____

5. DINING AREA

- A. Are floors free from broken tile and defective floor boards? _____
- B. Are floors covered with non-skid wax? _____
- C. Are pictures securely fastened to walls? _____
- D. Are drapes and curtains fireproof and securely fastened? _____
- E. Are floors "policed" for cleaning up spillage and other materials? _____
- F. Is special attention given to the floor adjacent to water station and service station? _____

6. WALK-IN COOLERS AND FREEZERS (REFRIGERATORS)

- A. Are floors in the units in good condition and covered with slip-proof material? _____
- B. Are floors mopped at least once a week? _____
- C. Is there an outside safety light to indicate use of the cooler? _____
- D. Is there a by-pass device on the door exit if an employee is locked in? _____
- E. Is there an alarm bell? _____
- F. Are there heavy items stored on lower shelves and lighter items on higher shelves, and are they spaced to prevent pinched hands? _____
- G. Is the refrigerant in the refrigerator non-toxic? (Check with service man.) _____

Contoocook Valley School District Policy

	YES	NO
7. <u>POTS AND PANS AREA</u>		
A. Are floors covered by non-skid materials?	_____	_____
B. Is there an adequate drainboard or other drying area so that employees do not have to pile pots and pans on the floor before and after washing them?	_____	_____
C. Do drain plugs permit draining without the employee placing hand into water?	_____	_____
D. Are adequate floor drains provided and properly covered with grating?	_____	_____
8. <u>SOILED DISH PROCESSING AREA</u>		
A. Are floors covered by non-skid materials?	_____	_____
B. Are all electrical units properly grounded and are switches located to permit rapid shutdown in the event of emergency?	_____	_____
C. Can employees easily reach switches without touching or leaning against metal units such as tables and counters?	_____	_____
D. Where controls are in passageway, are they recessed or guarded to prevent breakage or accidental starting?	_____	_____
E. If trays and/or soiled dishes are placed on conveyor units, are the conveyor edges guarded to keep persons from catching fingers or clothing?	_____	_____
F. If soiled dishes are removed on portable racks or bus carts, are these units in safe operating condition? (All wheels or casters working, all shelves firm.)	_____	_____
G. Are dish racks kept off the floor to prevent tripping and falling hazards?	_____	_____
H. Are employees properly instructed in the use of correct amount of detergent and/or other cleaning agents and sanitizers, etc?	_____	_____
I. Is there an adequate drainboard or other drying area so that employees do not have to pile pots and pans on the floor before and after washing them?	_____	_____
J. Are utensil racks provided for submersion in hot water methods?	_____	_____
K. Are gloves and hooks provided for submersion methods?	_____	_____
L. Are drain plugs mechanically operated or provided with chains to permit draining without employee placing hands in hot water?	_____	_____

Contoocook Valley School District Policy

YES NO

9. WASTE STORAGE AREA

- A. Are garbage and waste containers constructed of leak proof material? _____
- B. Are garbage and waste containers covered when not in use? _____
- C. Are the containers adequate in number and size? _____
- D. Are the containers washed and cleaned frequently? _____
- E. Are disposal area floors and surrounding area kept clean and clear of refuse? _____
- F. Is there a proper rack for holding garbage containers? _____
- G. Are containers on dollies, or other wheel units, to eliminate lifting by employees? _____

10. HOT WATER HEATING AREA

- A. Are safety devices provided to prevent explosion? (Temperature and pressure relief valve, or energy cut-off.) _____
- B. Do the pressurized systems (closed or open) have safety devices? _____
- C. Do the safety valves meet approval standards of the American Standards Association (ASA) or the American Society of Mechanical Engineers (ASME)? _____
- D. Is hot water temperature properly controlled in lavatory and sink area, or provided with mixing faucets to prevent burning? _____
- E. Are siphon breakers installed where necessary? _____
- F. Are motors, etc., properly mounted, ventilated and located to prevent injury or accidents? _____
- G. Are overhead pipes or fixtures high enough to prevent head bumping? _____

11. ELECTRICAL EQUIPMENT

- A. Is electrical equipment properly grounded? _____
- B. Is electrical equipment properly wired and fused? _____
- C. Is electrical equipment of approved type, and installed properly? _____
- D. Does it meet the National Electrical Code specifications or local ordinances, and bear the seal of the Underwriter's Laboratories? _____
- E. Are routine inspections regularly made by an electrician? _____
- F. Are electrical switches located so they can be reached readily in the event of an emergency? _____
- G. Are they located so that employees do not have to lean on or against metal equipment when reaching for them? _____

Contoocook Valley School District Policy

	YES	NO
H. Is electrical equipment protected against the entrance of water?	_____	_____
I. Are cords, plugs and receptacles weather-proofed, resistant to sun or cold weather, provided for outdoor equipment?	_____	_____
J. Are poor locations – those with wet floors, or subjected to flooding, etc. – avoided for placement of electrical equipment?	_____	_____
K. Are protective pads or platforms provided for customers or service personnel who use or vend from machines?	_____	_____
L. Are service cords of proper length provided to prevent use of extension cords?	_____	_____
M. Are cords maintained without splices, cracks, or worn areas?	_____	_____
N. Are non-armored cords stapled or anchored, or run through holes in walls, floor, or ceiling?	_____	_____
O. Is wiring placed on surfaces subject to vibration, placed on floors, or under equipment?	_____	_____
P. Are ground prongs provided on plugs? (Three-hole receptacle or "pigtail" adapter provided.)	_____	_____
Q. Are adapters used with proper connection of pigtail to screw on receptacle plate?	_____	_____
R. Are you sure that your building circuitry is properly grounded?	_____	_____

12. FIRE EXTINGUISHER AND EMERGENCY EQUIPMENT

A. Are emergency phone numbers made available to all food service staff?	_____	_____
B. Is first-aid equipment readily available to staff?	_____	_____
C. Is food service staff fully acquainted with operation of all emergency equipment?	_____	_____
D. Are all fire extinguishers located conveniently and accessible at locations where fires are most likely to occur?	_____	_____
E. Are these adequate in size and of the proper type to control a fire?	_____	_____
F. Have employees been instructed as to how to use extinguishers effectively?	_____	_____
G. Are all proper measure measures to prevent fire provided?	_____	_____
H. Are sprinklers or automatic alarms provided?	_____	_____
I. Are extinguishers and fire detection equipment approved by the fire prevention agencies?	_____	_____
J. Is the extinguisher properly mounted so that it will not be knocked from the wall?	_____	_____
K. Are definite shut-down procedures a part of the fire drill?	_____	_____

Contoocook Valley School District Policy

YES NO

13. MICROWAVE OVEN AREA

- | | | |
|---|-------|-------|
| A. Were the instructions completely read through before operating? | _____ | _____ |
| B. Are strict rules set forth in regard to the safety interlocks, insofar as they must not be tampered with so as to allow oven operation with door open, etc.? | _____ | _____ |
| C. Are the safety interlocks checked routinely for wear and need of maintenance? | _____ | _____ |
| D. Are doors, hinges, seals and seams tight, clean and fitted properly? | _____ | _____ |
| E. Is the microwave oven grounded? | _____ | _____ |
| F. Are any serious questions relative to operation, maintenance, repair, etc., sought out in the Instruction Manual, the dealer, or the manufacturer? | _____ | _____ |

14. LIGHTING

- | | | |
|---|-------|-------|
| A. Is lighting available in the Receiving Area? | _____ | _____ |
| B. Is it available in the Storage Area? | _____ | _____ |
| C. Pots and Pans Area? | _____ | _____ |
| D. Walk-in coolers and freezer area? | _____ | _____ |
| E. Food preparation area? | _____ | _____ |
| F. Serving area? | _____ | _____ |
| G. Dining area? | _____ | _____ |
| H. Soiled dish processing area? | _____ | _____ |
| I. Utensil washing area? | _____ | _____ |
| J. Waste storage area? | _____ | _____ |

15. DOORS, STAIRWAYS AND RAMPS

- | | | |
|---|-------|-------|
| A. Do doors open into passageways where they could cause an accident? | _____ | _____ |
| B. Are fire exits clearly marked and passages kept clear of equipment and materials? | _____ | _____ |
| C. Are stairways and ramps adequately lighted? | _____ | _____ |
| D. If stairs are metal, wood, or marble, have abrasive materials been used to provide protection against slips and falls? | _____ | _____ |

Contoocook Valley School District Policy

16. VENTILATION

YES NO

- A. Is the ventilation adequate in the receiving area?
- B. In the storage area?
- C. Pots and pans area?
- D. Walk-in coolers and freezer area?
- E. Food preparation area?
- F. Serving area?
- G. Dining area?
- H. Soiled dish processing area?
- I. Utensil washing area?
- J. Waste storage area?
- K. Are fresh air intakes provided?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

17. CLOTHING

- A. Do employees wear good shoes with non-skid soles to protect their feet?
- B. Is their clothing free of parts that could get caught in mixers, cutters or grinders?

_____	_____
_____	_____

April 2, 1991

Contoocook Valley School District Policy

LOSS PREVENTION SYSTEM SCHOOL SAFETY SURVEY

FOOD SERVICE AND CAFETERIA OPERATIONS

	YES	NO
1. Are grease and wet spots on the floors cleaned up immediately:	_____	_____
2. Are lighting and ventilation adequate in all areas?	_____	_____
3. Are exhaust hoods, filters, and ducts cleaned regularly?	_____	_____
4. Are all aisles and passageways kept clear and unobstructed?	_____	_____
5. Are waste receptacles emptied before they overflow?	_____	_____
6. Is broken glass and china discarded in a separate receptacle?	_____	_____
7. Are floors free of cracks, holes, broken tiles, or other defects?	_____	_____
8. Are greasy rags collected and kept in a self-closing metal container?	_____	_____
9. Are floors around the dishwasher mopped frequently?	_____	_____
10. Are ladders of proper length used to reach material on shelves?	_____	_____
11. Are heavy objects stored on lower shelves?	_____	_____
12. Are disinfectants and toxic chemicals properly labeled and kept separate from all foodstuffs?	_____	_____
13. Is there any hazard to movement or handling of material caused by boxes or containers with protruding nails or sharp edges?	_____	_____
14. Are doors marked "IN" or "OUT" and do they have windows?	_____	_____
15. Are hand trucks, dollies, or carts properly loaded?	_____	_____
16. Are cold storage rooms equipped with release mechanisms to open the padlock from the inside in the event of an emergency?	_____	_____
17. Is material stored in such a manner to prevent falling or collapsing?	_____	_____
18. Are point of operation guards provided on cutting, slicing, chopping, and grinding machinery?	_____	_____
19. Are belts, pulleys, shafts, and other moving parts of power driven machinery fully enclosed and appropriately guarded?	_____	_____
20. Is electrical equipment grounded and is the wiring in proper conditions?	_____	_____
21. Is a carbon dioxide or dry powder extinguisher, or multi-purpose (ABC) extinguisher provided for kitchen fires?	_____	_____
22. Are explosion-proof lights utilized over cooking areas?	_____	_____
23. Are knives and hand tools kept sharp and in good condition and are they appropriately stored?	_____	_____
24. Are machine equipment stands sturdy and secure?	_____	_____
25. Is machinery shut down and de-energized before cleaning takes place?	_____	_____
26. Is the slicer set to "0" when not in use, as well as, for cleaning?	_____	_____

Contoocook Valley School District Policy

	YES	NO
27. Are potholders and gloves used whenever hot utensils must be handled?	_____	_____
28. Are knives returned to their racks after use?	_____	_____
29. Are proper lifting techniques being utilized?	_____	_____
30. Are pot covers lifted back to safely release steam?	_____	_____
31. is loose clothing and jewelry prohibited around machinery?	_____	_____
32. Are pusher sticks used to feed chopping and cutting machinery?	_____	_____
33. Is rubber soled footwear being worn by employees?	_____	_____
34. Is personal protective equipment used during any steam cleaning operation?	_____	_____
35. Is the garbage disposer guard in position and is a sign posted "Keep Hands Out"?	_____	_____
36. Are student workers/volunteers adequately supervised?	_____	_____

April 2, 1991

Contoocook Valley School District Policy

LOSS PREVENTION SYSTEM SAFETY RULES FOR RESTAURANTS AND KITCHENS

Accidents are caused by unsafe acts or unsafe conditions which can be uncovered by analyzing past accident experience. The following are some of the typical causes of accidents.

1. **MOVING TOO FAST** through congested areas, not looking in direction headed or observing surroundings.
2. **HANDLING KNIVES IMPROPERLY.** Knives should be put away after use in a drawer or holder, not left exposed on tables where they may be knocked off or run into. Close attention should be paid to avoid being distracted when using knives.
3. **LIFTING OR CARRYING TOO HEAVY A LOAD.** For safe lifting, squat down, get a good footing and firm hand hold, make use of the strong leg and thigh muscles. Keep the back as straight as possible. Get assistance when lifting heavy or ungainly objects.
4. **FAILURE TO USE HANDLES** in opening or closing refrigerators, drawers, etc.
5. **EXPOSED BLADES OF CUTTING MACHINE.** Safety guards should be replaced immediately after cleaning or adjusting equipment.
6. **FAILURE TO USE POT HOLDERS OR TOWELS** on hot pans, pots and plates.
7. **IMPROPER USE OF ENTRANCE AND EXIT DOORS** to and from the kitchen.
8. **OVER REACHING OR FILLING PAN TOO FULL** when washing and refilling coffee urns or coffee makers.
9. **IMPROPER LOADING OF TRAYS.** Heavier objects should be in the center of tray to give proper balance; avoid overloading.
10. **WET AND SLIPPERY FLOORS.** All spillage should be wiped up immediately and continual mopping up carried out.
11. **POT HANDLES PROTRUDING IN AISLES.** All pot handles should be turned toward the center of the stove but away from other burners.
12. **IMPROPERLY STORED MOPS, BROOMS, EQUIPMENT OR SUPPLIES.** Aisles should remain clear at all times; there should be a place for everything.

Contoocook Valley School District Policy

13. **IMPROPER MAINTENANCE OF EXHAUSE DUCT AND FILTERS.** All exhaust ducts and filters over cooking facilities. Burned out bulbs should be reported and replaced immediately.
14. **IMPROPER LIGHTING.** Aisles, hallways, stairs and store rooms must be provided with adequate lighting facilities. Burned out bulbs should be reported and replaced immediately.
15. **NO HANDRAIL BASEMENT STEPS OR LOOSE BOARDS ON STEPS.** All stairways must be equipped with an adequate handrail. All loose boards or defects insteps or treads should be reported and repaired immediately.
16. **FAILURE TO GET FIRST AID.** All injuries should be reported and first aid obtained immediately to prevent possible infection of minor cuts or scratches.

April 2, 1991

Contoocook Valley School District

USE OF PRIVATE VEHICLE FORM

All drivers transporting Contoocook Valley School District students to and from curriculum and extra-curricular activities must follow the minimum requirements and provide an original document* (for photocopying items 1-3) and indicate confirmation of items 4 & 5:

1. Valid Drivers License*.
2. Current Motor Vehicle Registration*.
3. Current State approved automobile insurance* providing minimum liability coverage of \$100,000/\$300,000 in the event of an accident. It must be understood that the required insurance is the minimum and represents the primary insurance on the vehicle and occupants.
4. Current Motor Vehicle Inspection YES _____ NO _____
5. At least one working seat belt per vehicle occupant. YES _____ NO _____

As the driver of this vehicle, I will transport _____ # of students, from _____
to _____ on _____ and return.

Photocopies of the following documents have been recorded (completed by school):

(Please resubmit when information changes)

Current Motor Vehicle Registration*	YES _____	NO _____
Current State approved automobile insurance*	YES _____	NO _____
Valid Drivers License*	YES _____	NO _____

In addition, all drivers must adhere to the following:

- a. Drivers must ensure that all passengers are properly seated and secured by seat belts and child restraints as required by state law. Younger students will be seated in the rear seat of the vehicle. The on/off switch for passenger side air bags will be set to manufacturer's safety specifications.
- b. Drivers will not use hand held communication devices such as, but not limited to, cell phones while operating a moving vehicle. In the event any of these devices are needed to be used, park the vehicle.
- c. Smoking is prohibited in the presence of students.
- d. Comply with Safe School Zones – NH RSA: 193-D (<http://www.gencourt.state.nh.us/rsa/html/XV/193-D/193-D-mrg.htm>)

I state from personal review and knowledge that the above vehicle meets all minimum requirements as identified in items 1-5 above and will comply with the above-mentioned a, b, and c.

Signed _____ Date _____
Driver

Printed Name _____

Received _____ Date _____
Principal

Contoocook Valley School District Policy

WORK MADE UP DURING A SUSPENSION

Students who were absent because of illness or other legitimate reasons shall be allowed to make up worked missed. It is the responsibility of the teacher to render reasonable assistance to those students. Teachers are available during some non-class time and after school for assistance. In general, students will be allowed twice the time missed to make up the work.

Students who were absent because of suspension may make up missed work using the following guidelines:

1. Short term suspension (up to five school days): sixty percent of the credit earned will be given for make-up work completed within the designated time. For example, if a student earns 100 on a make-up test, he/she will received sixty percent (60%) or a test score of 60. No credit will be given for work not completed.
2. Long term suspension (more than five school days): For the first five school days the guidelines for short term suspension will be applied. The remaining days may be made up for full credit. No credit will be given for work not completed.

If make-up work is incomplete at the end of the marking period, a grade of "I" is recorded. A grade of incomplete cannot be credited toward interscholastic eligibility or honor roll. Any work not made up within the designated time will be recorded as a failing grade, and the quarter grade will be determined by the work completed as well as the failing grades for work not completed.

April 2, 1991

Contoocook Valley School District Policy

FAMILY PHYSICIAN'S REPORT OF PHYSICAL EXAMINATION

Name _____ DOB _____
 School _____ Grade _____

PHYSICAL EXAMINATION

Height _____ Weight _____
 Eyes _____ Vision _____
 Ears _____ Nose _____
 Teeth: Temporary _____
 Permanent _____
 Tonsils _____
 Nutrition _____

IMMUNIZATIONS & TEST DATES

Small Pox _____ Result _____
 Tuberculin Test (required)
 Result _____
 Chest X-ray _____ Result _____
 DPT _____ Booster _____
 Polio Vacc.-Sabin _____ No. _____
 Salk _____ No. _____
 Latest Booster-type _____ No. _____
 Measles _____ Mumps _____
 German Measles _____

Glands (specify) _____

Heart _____

Lungs _____

Orthopedic _____

Skin _____

Hernia _____

Nervous System (specify if epilepsy) _____

Speech _____

Remarks or special instructions: Previous Diseases and Operations: _____

Is this child capable of carrying a full program of schoolwork including gymnastics and athletics? Yes _____ No _____

Must the school program be modified to meet the needs of this child? Yes _____ No _____

By restriction of use of stairs: Yes _____ No _____

By special seating accommodations? Yes _____ No _____

Other (special) Yes _____ No _____

Date of Examination _____ Examining Physician _____

Contoocook Valley School District Policy

SCHOOL HEALTH SERVICES

Dear Parents:

Your child has registered for an activity in our extracurricular athletic program. All students planning to participate must have parental permission.

It is recommended that all students have annual physical examinations by their area family physician who is best acquainted with their own history. A record of this should be sent to the appropriate school health office.

All extracurricular activities are after school. It will not be the responsibility of the activity advisor to provide or arrange for transportation.

Please fill out the form below and have your son/daughter return it to the advisor of his/her activity.

Student's Full Name _____ has my
permission to participate in _____ activity

IS THERE A HEALTHLH CONDITION OR PROBLEM THAT WE SHOULD BE AWARE OF
(RECENT INJURY, ILLNESS, OPERATION) OR ANY REASON THAT THE STUDENT
SHOULD NOT PARTICIPATE?

_____ Yes - Explain _____

_____ No _____

Name of your family physician or in the case of "YES" in the above, name of the physician your child is seeing.

Physician's Name _____

Address _____ Tel. # _____

Is student covered by accident insurance? _____ Yes _____ No

Signature of Parent/Guardian _____

Date _____ School _____ Class _____

April 2, 1991

Contoocook Valley School District Policy**SCHOOL DISTRICT**

School Health Service

As part of the School Health Service program, a free Tuberculin screening will be offered to students in grades 4, 8, and 12.

Please fill out the following form and indicate by checking yes or no if you wish your child to participate.

Student's Name _____

Home Phone _____ Teacher/Home Rm. _____

Date of last Tuberculin test _____ Reaction _____

Please list any immunizations your child has received in the past 30 days: _____

Permission Granted: Yes _____ No _____ Date _____

Parents Signature _____

April 2, 1991

Contoocook Valley School District Policy**SCHOOL DISTRICT**

School Health Service

Child's Name _____ School _____

Teacher _____ Grade _____ Date _____

Dear Parent,

Your child's throat has been cultured at school by the school nurse. A germ (streptococcus) has been found that may lead to rheumatic fever or kidney infection if it is not destroyed. It is important that your child receive immediate treatment. Please see your family physician at once and take this notice with you for his signature.

Your child must have this signed notice to be readmitted to school. Please return this notice to the school nurse.

Thank you.

Physician's Signature _____

Treatment Given _____

Date of Treatment _____

April 2, 1991

Contoocook Valley School District Policy

Student's Name _____ Date _____

Dear Parents:

At the beginning of the year, your child was issued a textbook in _____.

Students are responsible for taking good care of the books they are issued and for returning them at the end of the school year.

We realize that textbooks may undergo reasonable wear during the year. If a book is lost, obviously the student must have another and so teachers will make frequent checks throughout the year. A replacement book cannot be issued until the lost book is paid for. If the lost book is found, the money will be returned.

_____ book has been lost

_____ book not returned

_____ book has received more than reasonable wear for one year due to careless use, defacing, torn cover or pages, etc.

You are asked to pay the school the amount of \$ _____ toward the repair or replacement of this book.

Check should be made out to the school district.

April 2, 1991

Contoocook Valley School District Policy

STUDENT RECORDS

The objective of the student record policy is to protect the rights and privacy of students and parents and to assure the welfare of the child.

1. An accurate cumulative record shall be maintained on each student including "...but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on scores on standardized, intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor observations and verified reports or serious or recurrent behavior patterns."
 2. The principal shall be the records manager for the school and shall assume responsibility for maintaining and preserving confidentiality of school records. He/she may, however, designate another school official to perform the duties of records manager. The records manager shall be responsible for reviewing and deleting information in each cumulative folder as noted in Appendix A (schedule of processes and grade level).
 3. Records shall be made available in a reasonable length of time, but in no case more than 45 days after request has been made in writing to the records manager. The records may be inspected by the parents, guardians, and all students once they reach eighteen in the presence of the records manager or his/her designate.
 4. Parents, guardians or students, if over eighteen, have the right to "a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein".
 5. Broad, comparative results of standardized tests may be reported in general terms to the public.
 6. Records, not including identification, may be released for statistical studies by the records manager with the knowledge of the principal and the consent of the Superintendent of Schools.
 7. Information from records of individual students will be available to juvenile court when requested in writing by proper officials with the parent, guardian, and/or student over eighteen years being informed in writing.
- General Education Provision Act, section 438-1974 - Appendix C, see 438, A (2)

April 2, 1991

Contoocook Valley School District Policy

SCHOOL-COMMUNITY RELATIONS GOALS

The Board bears full responsibility for informing the general public about the operations of the school system. The Board also believes in involving citizens in the work of the schools so that they can help solve educational problems. An effective school-community relations program is a combination of these beliefs and the following ideas and practices:

1. A positive attitude toward the schools, as expressed by each person on the school staff in his daily contacts with other staff members, parents, and people of the community.
2. A systematic, honest, and continuing effort to discover what the citizens think and what they want to know; to interpret the schools' programs, problems, and accomplishments; to correct misinformation, and to supply all desired information.
3. An active partnership between the school and the community, in which professional educators and laymen work together toward improvement of the total educational program.
4. An active interest on the part of every staff member in the needs of the community to find ways to make the school district a better place to live.

The ultimate goal of school public relations is to improve the quality of education for all children in a democratic society. In order to achieve this goal, and to evaluate progress toward it, the Board sets itself the following objectives:

1. To develop public understanding of all aspects of school operation; to ascertain public attitudes toward issues in education; and to discover the public's aspirations for the education of their children.
2. To secure adequate financial support for a sound educational program.
3. To help citizens feel a more direct responsibility for the quality of education provided by their schools.
4. To earn the good will, respect, and confidence of the public with regard to the schools' staff and services.
5. To foster public understanding of the need for constructive change, and solicit public advice on how we can achieve our educational goals.
6. To involve citizens in the work of the school and the solving of educational problems.
7. To promote a genuine spirit of cooperation between the school and the community, and to set up channels for sharing the leadership in improving community life.

Contoocook Valley School District Policy

RIGHT TO IMPLEMENTATION

A. Open meetings except for:

1. Deliberation (no decision reached)
(no info. Presented except legal advice)
2. Privileged matters. (See RSA 91-A:3 II)

B. Executive sessions may be conducted on privileged matters with information presented and decisions made in such session. Privileged matters are:

1. dismissal, promotion, compensation, discipline of any public employee
2. investigation of charges against employee unless employee requests open meeting
3. hiring public employee
4. possible defamation of person other than Board member, unless such person requests an open meeting
5. strategy in negotiations for acquisition, sale or lease of land, property, etc.
6. meetings with legal counsel
7. collective bargaining

C. Decision reached in executive sessions on privileged matters must be made public at close of session unless release of information would:

1. adversely affect reputation
2. impair effectiveness of action taken.

D. Minutes must be kept to include names of those present, those who appeared before the Board, description of subjects discussed and decisions reached. Such minutes must be made available within 72 hours.

E. 24-hour notice (not Sunday or holidays) posted in two public places or in newspaper of general circulation.

F. Exemptions. (RSA 91-A:5) "The records of the following bodies are exempted from the provisions of this chapter:

- I. Grand and petit juries.
- II. Parole and pardon boards.
- III. Personal school records of pupils.
- IV. Records pertaining to internal personnel practices, confidential, commercial, or financial information, personnel, medical, welfare, and other files whose disclosure would constitute invasion of privacy.

See RSA 91-A:3 Executive Sessions

Note: The Right-To-Know Law has been amended in nearly every legislative session. Users of this manual must contact their legal counsel to obtain the current status of the law.

Contoocook Valley School District Policy

PUBLIC COMPLAINTS

A Briefing Paper

"Censure is the tax a man pays to the public for being eminent." So said Jonathan Swift more than 250 years ago. His observation applies to local school board members as well as to mayors, assemblymen, governors, congressmen, and anyone else who assumes a leadership position in our society. Great statesmen and politicians have always recognized this fact of public life. Said Winston Churchill: "I do not resent criticism—even when for the sake of emphasis it parts for the time with reality." Said Dwight Eisenhower: "Without exhaustive debate, even heated debate, free government would weaken and wither." Said Harry Truman: "If you can't stand the heat, get out of the kitchen."

The public schools have always had their critics. The problem in today's tumultuous political and social climate is that the critics have multiplied, their voices have become angrier, and their demands have become more and more difficult to reconcile to everyone's satisfaction.

Who are the Critics? The ranks of the critics include those who cry that schools are too costly—and those who advocate more spending for education. They include those who say schools are too permissive, too experimental, too frilly—and those who charge that schools are backward, restrictive, hidebound. They include those who want sex education courses—and those who don't; those who want prayer in the school—and those who don't; those who would censor school books—and those who wouldn't.

"If you are out to beat a dog," goes an old Jewish proverb, "you can surely find a stick." For those who care to carp, it is easy enough to find a stick to use on the institution of the public schools. In fact, says Robert Bendiner, it is an "old American tradition to blame education for almost anything that's wrong with the society-at-large." It might as well be recognized that School Boards always have been and always will be called upon to play the uncomfortable role of whipping boy from time to time.

The Rights of the Critics. The School Board's major function is not, of course, simply to serve as a target for flack. Its central mission is to provide the best possible educational programs for the community's children and youth. To do this the School Board must maintain all kinds of pipelines of communication between itself and the public. It must be attuned to the values and desires of all the community's people, not just the predominate middle class. It must be able to mobilize as many people and groups as possible in order to work for solutions to the community's educational problems. All this requires that School Board members be able to identify responsible and valid criticism and channel it to productive uses.

Contoocook Valley School District Policy

In considering policies for coping with the critics, it is imperative that the School Board always respect the right of the people to question their public officials and to level criticism whenever they see fit. Criticism is vital to the democratic process. The public schools belong to the people. The educational system—as does any other social institution—needs and is nourished by constant criticism and evaluation. Criticism of the schools, even when ill informed or ill advised, is an expression of free speech. No aspect of education can properly be hidden or put beyond the range of examination or disagreement. And School Boards should indeed encourage their constituents to learn all they can about the schools and to make suggestions for improvement any time.

However, School Boards also have a very real obligation to protect their staffs when they are attacked unfairly and to make sure that all employees are free to carry on their work without fear of outside meddling or dictation. School Boards have an obligation, too, to safeguard the integrity of the curriculum despite the fact that some people, some of the time, may not like some of the teaching methods or some of the instructional materials.

By getting their policies down in writing, the School Board can demonstrate to all that they welcome ideas from the people, that there are proper procedures for getting a hearing on complaints, and that staff and curriculum will be protected from willy-nilly pressure. And as you consider policies on complaints, make sure that they honor these precepts:

1. The citizen has a right to expect the impartial presentation of controversial issues, but not the right to suppress the study of those issues on which he or she has strong convictions.
2. He or she has the right to secure information from school officials.
3. And he or she has the right to file a formal protest and seek satisfaction through established channels.

As noted above, criticism is inevitable for anyone holding public office. Wise School Boards prepare for the inevitable. Getting sound, effective, and fair procedures down in writing—and disseminating this information to all concerned—is a vital part of this preparation.

Contoocook Valley School District Policy

CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Author _____	Required Reading
Title _____	Textbook _____
Publisher _____	Hardcover _____
Request Initiated By _____	Paperback _____
Address _____	
Telephone _____	Selected Reading
	Hardcover _____
	Paperback _____
Complainant Represents	Media Presentation
____ Himself	Record _____
____ Organization _____	Film _____
name	Film Strip _____
____ Other Group _____	Slides _____
name	

1. To what particular contents do you object? Please be specific; cite pages if possible. _____
2. What of value is there in this work? _____
3. What do you feel might be the result of reading (viewing) this work? _____
4. For what age group would you recommend this work? _____
5. Did you read (view) the entire work? _____ If not, what pages or sections? _____
6. Are you aware of the judgment of this work by critics? _____
7. Are you aware of the instructional purpose for using this work? _____
8. What do you believe is the theme or purpose of this work? _____
9. What would you prefer the school do about this work? _____
 _____ Do not assign or recommend it to my child.
 _____ Withdraw it from all students.
 _____ Reevaluate it.
10. What work of equal value would you recommend to replace the one you question? _____

Signature of Complainant _____