

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, October 1, 2013**

**School Board Meeting**

**7:00 p.m.**

**SAU #1**

1. **Call to Order and Pledge of Allegiance**
2. **Minutes (Board Vote Required)**
  - a. **September 17, 2013** (pg. 1-9)
3. **Chairman's Recognition Award**
4. **Points of Pride**
5. **Public Comment**
6. **Consent Agenda**
  - a. **Personnel** (pg. 10)
7. **Superintendent's Report and Presentation of Business**
  - a. **October 1<sup>st</sup> Enrollment**
  - b. **Monthly Events Calendar** (pg. 11-12)
  - c. **Accept Gift/Donation (Board Vote Required)**
    - 1) South Meadow School Special Olympics and ConVal High School Special Olympics requests the authorization to accept a gift/donation totaling \$1949.58 to be split evenly in the amounts of \$974.79 from Tim & Sarah Grossi, Peterborough, for the purpose of contributing to the Special Olympics Programs in both South Meadow School and ConVal High School in honor of Dylan Coyne.
8. **Assistant Superintendent's Report**
  - a. **NECAP Science**
9. **Reports**
  - a. **Student Representative**
  - b. **Teacher Representative**
  - c. **Budget & Property Committee** – Matthew Craig
  - d. **Education Committee** – Crista Salamy
  - e. **District Study Committee** – Rich Cahoon
10. **Old Business**
  - a. **LGC Refund Update** – Marian Alese
  - b. **Transportation Request Update** – Marian Alese
  - c. **2nd Read/Adoption Policies (School Board Vote Required)** (pg. 13-30)
    - CB: School Superintendent
    - EBCA: Emergency Plans (rescind old EBC & EBC-E)
    - EBCB: Fire Drills
    - EBCE: Emergency Closings
    - EBCE: School Closings
    - EC: Building and Grounds
    - GCN: Evaluation of Instructional Staff (rescind old GCM)
    - JCA: Change of School or Assignment
    - JFAB: Admission and Tuition of Nonresident Student
  - d. **Amended Policies (School Board Vote Required)** (pg. 31-33)
    - EHB: Data/Records Retention
    - EL: Risk Management (2<sup>nd</sup> time for amendment)

*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.*

**e. Rescind Policies (School Board Vote Required) (pg. 34-40)**

IB: Staff Ethics - OK to rescind  
IGAD: Occupational Education  
IGAF: Physical Education  
IGAF-E: Medical Excuse Form  
IGAL: Energy Education

**11. New Business**

**a. 1<sup>st</sup> Read Policies (pg. 41-49)**

ECE: Traffic and Parking  
IC: School Year  
ICA: School Calendar  
IF: Instructional Approach  
IGA: Curriculum Development  
IHAK: Character and Citizenship Education  
IHAI: Teaching About Religion  
IHAMA: Teaching About Alcohol, Drugs, and Tobacco

**12. Approval of Manifests (Board Vote Required)**

**13. Non-Public Session: RSA 91-A:3,II**

**a. Personnel**

**Upcoming Meetings:**

Wellness Committee Meeting – Wed., Oct. 2<sup>nd</sup> @ 6:00 p.m. @ SAU  
Policy Committee – Tues., Oct. 8<sup>th</sup> @ 5:00 p.m. @ SAU  
Budget & Property Committee – Tues., Oct. 8<sup>th</sup> @ 6:30 p.m. @ SAU  
Education Committee – Tues., Oct. 8<sup>th</sup> @ 6:30 p.m. @ SAU  
Selectmen's Advisory Committee – Thurs., Oct. 10<sup>th</sup> @ 6:30 pm. @ SAU  
School Board Induction (Student Services) – Tues., Oct. 15<sup>th</sup> @ 5:00 p.m. @ DCS  
School Board Meeting – Tues., Oct. 15<sup>th</sup> @ 7:00 p.m. @ DCS

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**Tuesday, September 17, 2013**

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

**BOARD**

Stewart Brock, Rich Cahoon,  
Matthew Craig, Butch Estey,  
Joel Green, Jon Ingram,  
David Martz (7:04), Linda Quintanilha,  
Pierce Rigrod, Myron Steere,  
Erik Thibault, 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. Cathy Higgins, Tech.  
Tim Grossi, Facilities  
Ben Loi, PES  
Noreen McAloon, FES/GES/HES  
Jim Elder, GBS  
Ann O'Bryant, SMS  
Brian Pickering, CVHS

**1. Call to Order and Pledge of Allegiance**

**Butch Estey called the meeting to order at 7:02 p.m. The Pledge of Allegiance was recited.**

**2. Minutes (Board Vote Required)**

**a. September 3, 2013**

**Myron Steere moved to accept the minutes of September 3, 2013. Joel Green second.**

Matt Craig amended the minutes as follows:

9e: Referring to the B&P committee report, replace "He will be provided with every piece of information as anyone could. He will be called upon. A commitment in good faith to keep him in the loop was made." with "He will continue to receive every piece of information that the committee receives and will continue to be called upon during meetings. We committed in good faith to continue to keep him in the loop."

**Unanimous on the amendment.** Linda Quintanilha abstained on the vote to accept the minutes as amended. All else in favor. Motion carried.

**3. Points of Pride**

Dr. Minnihan shared the following Points of Pride:

**CVHS**

Elizabeth Taft, of Frankestown, has been selected as a semi-finalist for the highly competitive National Merit Scholarship based on her outstanding performance in last year's PSAT/NMSQT. Elizabeth must now complete an application and submit her SAT scores as she vies for one of the 8,000 scholarships that will be awarded nationally. Elizabeth's academic excellence is a credit to her work ethic and high standards. Elizabeth has been very involved at CVHS. She was the editor of the *Current* and is now the editor of the literary magazine. As a music aficionado, Elizabeth has been an integral part of the Cecilia Ensemble, Chorus, Band (Flute), and Wind Ensemble (Violin). Additionally, Elizabeth shares her talents as a library page and volunteers regularly at the Unitarian Church's community suppers.

**GBS**

Linda Compton, our school nurse at Great Brook, co-authored a publication entitled "Reimbursement for School Nursing Healthcare Services."

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In a nutshell, this paper examined the possibility of public schools receiving reimbursement from private insurance companies for health care services that are delivered to students in public schools. Linda is also the NH Director for National Association of School Nurses.

#### **4. Public Comment**

Ms. Cruzado said that she has come back to the Board to see if they can change the bus pick up and drop off point for her boys. She said that she agreed to a drop off point but did not know where it was. The parking lot is very small and visibility is not good. She is currently picking up and dropping her kids off at a three way intersection which she said was unsafe. Ms. Cruzado said that the bus drives by her house and honks when passing her house to let her know that he is on his way.

Butch Estey said that the kids are being dropped off and picked up at a designated spot. Mr. Estey asked Marian if this is a safe spot. Marian Alese said that it is safe to her knowledge. Ms. Cruzado disagreed and said that the traffic is not safe. Ms. Cruzado said that the bus drives right by her house as well.

David Martz said that there has not been an analysis of whether the spot was safe or not. Marian said that she did not know the specific area but estimated that Ms. Cruzado would be parking along the side of the road.

Mr. Steere asked if the bus driver could be asked if the spot was safe or not. Mr. Estey said that the driver was asked. Ms. Alese said that the driver was asked and his response was that Ms. Cruzado should turn around and park in a particular area rather than where she was.

Ms. Cruzado said that the road is very narrow. In addition, she said that bus 43 stops there as well.

Matt Craig asked if the bus stop is at Temple Store. The reply was that it is not.

Matt Craig said that if the stop is unsafe, it is for us to determine with the bus company. A safer established stop might be determined.

Butch Estey reminded the Board that the current stop is for a student with program needs.

Myron Steere agreed to check with the bus company. Butch Estey repeated that there is a stop at that address for a particular reason. We cannot require that student to go to a different spot.

Discussion took place.

Rich Cahoon said that he can understand the concern that someone might not want another student waiting at their driveway.

Marian Alese asked if we would be adding a stop. No was the reply. The bus company would be asked if it was a safe spot.

Stewart Brock agreed that the bus company should be contacted and not the bus driver. The driver reports to the company.

Joel Green asked about the process for the bus company to communicate with the school district if they feel a stop is unsafe. It was confirmed that there is a process.

Ms. Cruzado asked what the worry is. She asked if adding another bus stop was the worry.

Mr. Estey said that a committee was formed to look at decreasing the number of stops. Many of the buses regularly drive by students houses and do not stop.

Matt Craig said that the Board met Ms. Cruzado half way to provide transportation. There is an obligation to all taxpayers.

#### **5. Consent Agenda**

##### **a. Personnel**

###### **1) Nomination**

Mr. Markley referenced a revised list for nomination which included the following nominations:

CVES, Elementary Health Teacher, Anthony Cipolla

AES, Title I Teacher, Roberta Wilmot

**Stewart Brock moved to accept the nominations. Matthew Craig second. Unanimous.**

###### **2) Notice of Co-Curricular Positions**

Mr. Markley referenced information on co-curricular positions included in the agenda for notification.

##### **b. Job Description – Approval**

###### **1) Assistant School Principal**

**Rich Cahoon moved to approve the job description as read. Matthew Craig second. Unanimous.**

###### **2) Multi-Elementary School Principal**

**Myron Steere moved to approve the job description as read. Stewart Brock second.**

Linda Quintanilha suggested the word "possible" in place of "appropriate" in the first bullet on page 2 of this job description.

**Myron Steere moved to accept as amended. Matthew Craig second. Unanimous as amended.**

3) School Counselor

**Myron Steere moved to approve the job description as read. Rich Cahoon second. Unanimous.**

**6. Superintendent's Report and Presentation of Business**

**a. Monthly Events Calendar**

The following meetings were added to the calendar:

Insurance Work Session – Wednesday, September 18<sup>th</sup> @ 2:30 at the SAU

District Study Committee – Thursday, September 26<sup>th</sup> at 6:30 at the SAU

Budget & Property Committee – Tuesday, October 8<sup>th</sup> at 6:30 at the SAU

Selectmen's Advisory Committee – Thursday, October 10<sup>th</sup> at 6:30 at the SAU

1) School Board Induction – October

The next School Board Induction meeting on Curriculum was scheduled for Tuesday, October 15<sup>th</sup> at 5:00 p.m. at the Dublin Consolidated School.

**7. Reports**

**a. Student Representative**

Zach Letourneau, CVHS student, reported that he is glad to report that the first day of school ran smoothly. Yesterday, seven class officers were elected. The senior class began work on the Prom Committee, Senior Class Trip, and Homecoming. The Craft Fair date was for Saturday, November 23<sup>rd</sup>.

Mr. Letourneau reported the positives on the work on the parking lot.

Mr. Letourneau paused to recognize those lives lost yesterday at the Washington, D.C. Naval Shipyard.

**b. Teacher Representative**

Mr. Morris reported that the start of school went smoothly. He reported a power loss last week; students were safely moved to the gymnasium. Mr. Morris reported that a bus driver reports being very comfortable with the new high school parking lot layout.

**c. Education Committee – Crista Salamy**

None.

**d. Wellness Committee – Linda Quintanilha**

Rick Matte reported the planning for the Wellness Walk has taken most of the committee's time. The walk is scheduled for Saturday, September 28<sup>th</sup> beginning at 9:00 a.m. at Putnam Park in Peterborough. The walk is being well advertised. All are encouraged to attend, including dogs. Mr. Matte said that some discussion has taken place about the Wellness Policy and scaling it slightly back.

Butch Estey reported an Insurance Committee meeting on Wednesday, September 18<sup>th</sup> at 2:30. Ms. Alese reported that it is not a full-blown meeting, more of an update and work session.

Butch Estey reported out on the School Board induction series that just occurred.

Dr. Minnihan reported that there is a district-wide food drive taking place. The School Board is one of the groups that are categorized for collecting food. The food drive is sponsored by the National Honor Society. The recipients will be all of the food pantries in all of our communities. The thought was that we have people in all of our communities that access this food. September is Hunger Awareness Month.

**8. Old Business**

**a. Year –End Expenditure Report – M. Alese**

Marian Alese reported that the June 30, 2013 Expense Report is included in the MS25. It reflects all expenses and encumbrances through the past school year. Any remaining encumbrances will be transferred to 13/14. \$695,000 will be returned to reduce taxes for 13/14.

**b. July/August Expenditure Report – M. Alese**

Marian Alese highlighted salary lines and transfers. Several staffing changes occurred this year as well. There are some positions that needed to be added which are reflected in the transfers. More detail will be shared. Final payroll encumbrances will be shared next month. After tonight, we have one part time open position remaining.

Rich Cahoon asked about line 26. Marian said that they are estimates for legal expenses and auditing fees.

**c. Grant Report – M. Alese**

Marian Alese reported that this is the year end summary which shows the project numbers, name, approved funding, actually cash received, cash expensed, and any remaining accounts payable at the end of June. The bulk of our money is IDEA and Title I funds.

**d. Special Revenue Funds – M. Alese**

Marian Alese reported that a question about special revenue funds came out of Budget & Property. They are trust funds, special funds, reserved for a specific use. The district receives checks to be used by individual buildings for items over and above budgets for specific schools.

David Martz asked about gate receipts and the CVHS Lights fund.

Myron Alese said that the balances in CAT Aid and Capital Improvement are not listed. Marian said that they are listed on the MS25.

Matt Craig asked what we do a good job budgeting on and where do we usually end up not hitting the mark. Marian Alese reported that salary and benefits are the most volatile. Staffing will be reviewed. Special Education is difficult at times to project; it is volatile. We have been good at budgeting for fuel and equipment. Revenues are difficult to estimate.

Pierce Rigrod asked about the SMS Robotics Fund. Marian Alese reported that it is a summer camp option. The intention was to start it at SMS and expand it. Ms. Alese believed that it was open to all students; transportation is not provided.

David Martz asked if Marian knew if the Robotics Camp was attended by GBS students. Mr. Jim Elder reported that GBS students have not attended the camp in recent years.

**e. LGC Update – M. Alese**

Marian Alese reported that the last discussion was about returning some funds. She said that she attended a workshop last week and discussion took place about an additional assessment. Some districts are holding back until something definitive comes down about the ability to keep the funds.

A question about the majority of staff not having paid for benefits during this time has occurred. Some money may be due to them. If that is true, she would suggest that those employees future benefit contribution adjustment take place. Ms. Alese reported that the DRA says that they are o.k. with holding the money, not placing it on the MS24. Several districts are holding public hearings for unanticipated revenue. The auditors are alright with that as well.

**Myron Steere said that he is concerned about the impact on the taxes with some towns. He would move that we reimburse the towns for the correct formulas with the understanding that if that money has to be returned that those towns will reimburse that money. Fiona Tibbetts second.**

Stewart Brock asked how we could saddle the towns with that responsibility. He would want to have that discussion with the towns before doing this. What if the warrant fails? Where would that money come from?

Myron Steere said that a reserve could be held while returning some of the money.

Matt Craig agreed with Myron's original motion. It is a full commitment to the towns. There is a net return of some amount with some portion pulled back. Mr. Craig said that he thinks the town can handle that.

Pierce Rigrod said that some towns have expressed an interest in receiving these funds back. Would it be to only those towns that have expressed that interest? Mr. Estey said that it would be all of the towns or none.

Marian Alese said that we are not going to give it back to the towns; she would report it on a MS24 and would come right off the top of what would have to be raised by the towns.

Jon Ingram agreed that if the money was returned we would be dealing with the potential for nine towns and some of them not passing the warrant. He too, would like to have a candid conversation with the towns. He feared spreading the wealth of the problem.

Erik Thibault suggested discussion at the next SAC meeting. He asked if it was an option for a town to request that we hold the money until next year.

Marian Alese said that all of the revenues, except adequacy, come right off the top. Marian agreed to look into further.

Rich Cahoon said that if we simply return the money or reduce district assessment and 18 months from now it is overturned, we would have to raise that money.

Myron Steere said that the towns have the opportunity to place this money in an overlay to protect the tax rates.

Jon Ingram said that this will impact the school budget; we are doing the leadership of the district a disservice. Discussion should take place with the towns so as to not jeopardize the budget of the school district.

Linda Quintanilha asked Myron the harm in waiting another month.

Marian Alese said that she has to return the MS25. The MS24 has time.

Myron Steere said that we can wait.

Joel Green agreed that dialogue with the town is needed.

**Myron Steere tabled his motion until information is returned from SAC. David Martz seconded tabling. Unanimous to table the motion.**

Jon Ingram asked if there was a way to communicate with the public that the Board is being thoughtful about this decision so that it is articulate that there is a process. Confirmed.

Rich Cahoon said that it sounds like the discussion is how and when to return this money and not if we are returning the money. Butch Estey said that it is safe to say that the money will be returned.

There will be a public hearing for this discussion because not every town is represented in SAC. This would take place after the next SAC meeting. Select boards will be invited.

Pierce Rigrod said that if four towns want the money back and three do not want the money returned what is the possibility that only some of the towns receive money and not others. Marian Alese said that she will look into.

Butch Estey said that after listening to the towns the Board will make a decision.

Myron Steere said that the towns who do not want the money returned can place the money in an overlay account.

John Jordan said that a SAC meeting will take place on October 10<sup>th</sup> at 6:30 p.m.

#### **f. School Board Goals Language**

David Martz reported that the first item should be not bulleted and the remaining should be listed as items a through c.

**David Martz moved to accept the Board Goals as restated. Myron Steere second.**

Rich Cahoon said that discussion took place about actionable and measureable goals. Butch said that it can be on a future agenda.

**Unanimous.**

#### **g. 2nd Read/Adoption**

BEC: Non-Public Session (there is also an R (procedure) available for review (2<sup>nd</sup> read only, no adoption)

Myron Steere placed this policy on hold.

BJA: Liaison with School Board Association (rescinding old BJA, attached)

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

CBC: Superintendent's Right to Counsel (rescinding old CBI, attached)

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

EBBB: Reporting Accidents Involving Physical Harm of Students

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

Erik Thibault asked about the 24 hour stipulation for reporting in this policy.

Myron said that these hours are school hours. Kimberly Saunders confirmed.

EHAA: Internet Safety and Responsible Use Policy for Students

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

GBEBB: Employee-Student Relations (rescinding old GBH, attached)

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

David Martz asked about item number three that states that staff members shall not fraternize through written, verbal, or social media. Some staff live near students in the district; this would be in violation.

Kimberly Saunders said that there is a difference between fraternization which implies more than a casual conversation.

Myron Steere said that this policy was scrutinized by the committee.

David Martz asked that his vote be changed. Mr. Estey confirmed that the vote had already taken place.

JIC: Student Conduct

**Myron Steere moved to adopt this policy as read. Linda Quintanilha second. Unanimous.**

**h. Rescind (School Board Vote Required)**

CBBA-E: Business Administrator

EBC-E: Emergency Plans

FA: Facilities Development Goals

FEB: Selection of Architect

BJA: Liaison with School Board Association

CBI: Superintendent's Right to Counsel

GBH: Employee-Student Relations

**Myron moved to rescind the above policies. Linda Quintanilha second. Unanimous.**

**9. New Business**

**a. 1<sup>st</sup> Read Policies**

CB: School Superintendent

DEA: Revenues from Local Tax Sources

DJE: Bidding Requirements (including procedure as FYI)

EBCA: Emergency Plans

EBCB: Fire Drills

EBCC: Bomb Threats

EBCD: Emergency Closings

EBCE: School Closing

EC: Buildings and Grounds

EEA: Student Transportation Services (amendment)

EI: Risk Management

EIB: Liability Insurance and Pooled Risk Management

GCA: Professional Staff Positions

GCB: Teaching Staff Contracts (amendment)

GCID: Professional Activities of Teachers

GCN: Evaluation of Instructional Staff

JCA: Change of School or Assignment

JFAB: Admission and Tuition of Non-Resident Students

KF: Community Use of School Facilities (including procedure as FYI)

Myron Steere read the above policies by name for a first read.

Linda Quintanilha said that the policies are in everyone's packets. She asked board members to read these policies prior to board meetings and bring questions up in advance as well. Comments will be discussed at the policy committee meeting.

**b. MS25 School Board Signing – Marian Alese**

Marian Alese reported that she has three copies of the MS25 for board signature. The DOE 25 is larger. The MS25 is a summary report. One goes to the DOE and one to the DRA.

Marian Alese reported that the district is returning \$695,823.

Matthew Craig expressed his thanks to the students for their expression of thanks on the t-shirts shared with Board members.



### **c. Initial Budget Assumptions**

Butch Estey said that talk about initial Budget Assumptions was requested.

Rich Cahoon said that providing initial guidance to administration about budget assumptions is needed. Last year, a fully funded budget was requested. The Board cut the budget back. Mr. Cahoon said that guidelines should be shared if known in advance. Mr. Cahoon said that he would like to begin the discussion.

Matthew Craig said that at that time, we did not know what the fully funded budget would look like. There was a lot of discussion to get back down to a 2.5% increase. The tradeoffs were discussed and debated extensively. The 2.5% was a compromise.

Myron Steere reported that he looks at this as running a business. We have always set a low, middle, and high end range. It provides an opportunity for principals to look at the ranges within the budget.

Rich Cahoon said that it is appropriate to say what is acceptable early in the process.

Linda Quintanilha said that some things are out of our control. If we took out the things that we cannot control, our budget increased last year with that alone.

Stewart Brock said that areas that are critical to support to run the district should be addressed. Those would be sacred for the right reason. The other part of the budget would be determined to live with or without. Where do we think we cannot touch? Education and Budget & Property may have a short list.

Butch Estey asked if we give back the approximate \$600,000, we have to raise the \$600,000 again. Marian Alese said that if we level fund, we would have to raise an additional \$600,000.

Matthew Craig asked Dr. Minnihan what his approach would be if he had a clean slate.

Dr. Minnihan said that his approach has been to be reasonable and have trust. His budgets have been flat to an increase of 1%, 2% or 3%. Dr. Minnihan said that if you know in your heart that there is no way that you can support a 5% or 3% increase in budget, we are setting up the principals. He would rather know up front what the aim is in terms of budget.

Discussion took place about the impact on tax rates if \$600,000 is given back.

Marian Alese suggested that we start with the default budget to provide an idea. One year is remaining in the teacher's contract. This will provide an idea of what we are looking at. An assumption that the GMR would be a certain percentage will be made. In addition, Ms. Alese asked that an agreement in the area of facilities to level fund would be in place so that there would not be devastation of the facilities budget in the event of a default. She would ask "what can we support on district assessment?"

Jon Ingram liked the idea of a target to leave the controls over the budget where it belongs; with school leadership.

Joel Green said that he always looks at the previous finished year to determine what is adequate.

Matthew Craig said that what we should start with the budget and keep an eye on revenue dropping.

Marian Alese said that the budget will be discussed in a full day work session. All line items will be shared and reviewed. The budget will be reviewed building by building. Staff changes will be discussed. The budget is reviewed by object by school. An overview is conducted. There are 1,800 budget lines.

Rich Cahoon said that the Strategic Plan prioritizes facility items.

Linda Quintanilha said that she feels that curriculum renewal has not been fully funded for years. Giving a percentage is not doing our kids justice.

Stewart Brock said that he cannot vote for anything that is going to hurt the curriculum renewal. Our enrollment is looking like it is going in the right direction. The budget may have to grow.

Myron Steere said that he likes the percentage opportunity. If three levels are provided it allows for opportunity to determine what is important.

Rich Cahoon said that there was a 53% acceptance rate in votes to support the budget. If we go above a certain point he worried about jeopardizing the budget. It is within the control of the board to develop a budget that will pass.

Butch Estey disagreed, he said that the board needs to think about the kids.

Matthew Craig agreed with Mr. Estey. The board needs to develop a budget that will support the goals set. The Board has been all about the money and not as much about the impact.

Linda Quintanilha asked for the opportunity to do right by our kids and encourage a stronger vote of support.

Erik Thibault said that the problem with stating a 3% increase is that no one will chance asking for more because the ceiling has been set. Myron Steere disagreed; a guideline must be set.

Butch Estey said that the discretionary part of the budget is very small.

Erik Thibault said that every decision made has an impact on a child; it cannot be treated like the budget of a business.

Joel Green agreed that the board can better communicate. If items will be cut; it needs to be clearly communicated what the impact will be.

Jon Ingram reminded the Board that the board should keep the micro conversations where they belong. Linda Quintanilha said that the board needs to be crystal clear on what will be cut with certain percentages. Discretionary items should be looked at first.

Stewart Brock suggested that if three versions are desired, the professionals should determine what the three levels are. Placing faith in the administrators should take place.

Marian Alese said that there are a set of assumptions that go with a Default Budget. Ms. Alese said that if we start with the default, we know certain things which provides a dollar value. We calculate fixed costs as a percentage and then do low, medium, and high with the remainder.

Kimberly Saunders made the observation on the process that there is a perception that when we give money back that the money is fluff. Until that is faced head on, and explained to people the reason for why the money is available to return, this belief will continue.

Pierce Rigrod said that the process will be very interesting. Mr. Rigrod said that we are still in a recession alongside of the obligation to provide an education to our students. Communication on the reasons for items in the budget should be clear.

Erik Thibault shared that he felt that the way the budget has been developed in the past worked well. Mr. Thibault asked why change was necessary.

Linda Quintanilha shared her view on how the budget has been developed in the past.

Rich Cahoon said that if the three levels cannot be agreed upon, he agreed with Marian's approach.

Stewart Brock said that in the end, if some board members do not agree with the budget, all board members need to support where we land. He urged Board members to rally around the budget in the end.

Erik Thibault asked for a fully supported budget that includes all of the plans and one that does not include any of that. Jon Ingram cautioned that as dangerous.

Jon Ingram asked the Superintendent if he had a sense of what he would request of his principals. Dr. Minnihan confirmed. He added that they understand what is best for kids.

Mr. Ingram further asked if 2% and 3% are common numbers for budgets and if higher percentages often have good reasons for landing there. Dr. Minnihan confirmed.

Rich Cahoon said that starting with default plus priorities would be his vote.

Butch Estey asked what was wrong with the Superintendent's approach. Mr. Cahoon said that "reasonable" is not defined.

Erik Thibault asked Kimberly Saunders if correlations could be made on curriculum spending. Ms. Saunders said that she could on some points.

**Rich Cahoon moved that the initial budget document be along the lines of the default plus priority level one increases such as facilities. Erik Thibault second.**

**Mr. Thibault said that he would like to amend it not to read as "default" but rather "fixed costs".**

**Matthew Craig opposed unless a fully funded budget was detailed as well.**

Rich Cahoon said that he was comfortable with Erik's language that it is not the default but rather the fixed cost budget plus the priority one facilities items from the master plan.

**Myron Steere second the amendment.**

**David Martz moved to see a budget of 2.5% over last year's budget.**

**Stewart Brock second.**

Dr. Minnihan said that the term "fixed cost" was used. Fixed cost and default budget are not the same thing. Fixed cost is must more limited.

Rich Cahoon suggested straight-line cost.

**Stewart Brock withdrew his second. David Martz withdrew his amendment to the motion.**

**Myron Steere withdrew his second. Rich Cahoon withdrew his motion.**

**Rich Cahoon moved that the initial draft of the budget include the known fixed costs plus facility priority level one items from the Strategic Plan.**

Marian said that we know what fixed costs are, teachers costs etc. We make an assumption about GMR and move forward from there with a straight-line budget plus facilities priorities.

**Myron Steere second.**

Linda Quintanilha said that she is worried that it would come in lower than default.

Stewart Brock said that it is the initial budget projection as a starting point with a conversation to follow.

**Opposed: Joel Green and Linda Quintanilha**

**Motion carried.**

**10. Approval of Manifests (Board Vote Required)**

Marian Alese certified that manifests 17 through 21 totaling \$597,324.15 and Payroll 5 & 510 totaling \$804,674.74 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

**Stewart Brock moved to accept the Manifests as read. Myron Steere second. Unanimous.**

**11. Non-Public Session: RSA 91-A:3,II**

None.

**Myron Steere moved to adjourn at 9:43 p.m. Matthew Craig second. Unanimous.**

Respectfully submitted,

Brenda Marschok

## NOTICE OF CO-CURRICULAR POSITIONS

### CVHS

Mario Meneses

Soccer - Boys JV

\$2,285.95

## October 2013

[illegible]

# November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 <u>School Board Meeting</u> 07:00 PM @ SAU Board Room	6 <u>Wellness Committee Meeting</u> 06:00 PM @ SAU Board Room	7	8	9
10	11 <u>Veteran's Day - NO SCHOOL</u>	12	13	14	15	16
17	18	19 <u>School Board Meeting</u> 07:00 PM @ Pierce School	20	21	22	23
24	25 <u>K-8 Parent Teacher Conferences - NO SCHOOL</u>	26 <u>All-Staff Professional Development Day - NO SCHOOL</u> <i>Policy 6:30 @ GAK</i>	27 <u>Thanksgiving Recess</u>	28 <u>Thanksgiving Recess</u>	29 <u>Thanksgiving Recess</u>	30

# 2<sup>nd</sup> Reads

Category: R

### **SCHOOL SUPERINTENDENT**

#### **General:**

The Superintendent may delegate to subordinates any of his/her powers and duties that the School Board has entrusted to him/her, but in every instance that a power of duty is delegated, he/she shall continue to be responsible to the Board for the execution of the power or duty delegated.

The duties of the Superintendent are defined in his/her contract of employment, individual School Board policies, SAU policies, state statutes, and New Hampshire Department of Education Rules.

The School Board expects that the Superintendent, as the chief executive officer, has overall responsibility for:

1. The execution of Board policies.
2. The management of the work of all school departments, the duties of which, apart from those required by law, the Superintendent shall assign.
3. The observance of all Board policies by all those persons employed by the District.
4. The enforcement of all provisions of the law relating to the operation of the schools or other educational, social, and recreational agencies or activities under the charge of the Board.
5. Supervision and evaluation of building principals and SAU administrators.

#### **Educational Leadership:**

1. Provide a consistent and clearly stated philosophical basis for the development of the overall educational program.
2. In consultation with others, establish a set of priorities for the utilization of human, material, and financial resources in the development of the total program.
3. Demonstrate an awareness of the quality of the educational program.
4. Plan to provide the resources necessary for the achievement of the District's mission and vision.
5. Defend and support subordinates against nonconstructive criticism.
6. Develop a system geared to inform and involve the School Board in the development of the educational program.
7. Bring major efforts for educational change before the public in a format that allows for constructive dialogue.

#### **Educational Administration:**

1. Develop and support the overall organizational structure of the school system.
2. Clearly define administrative and supervisory roles.
3. Review the basis for decisions and directions of others responsible to him/her (assistant superintendents, principals).



Category: R

**SCHOOL SUPERINTENDENT**

(continued)

4. Maintain an office environment that encourages communication with all stakeholders.
5. Develop and support effective advisory bodies within the organizational structure.
6. Maintain visibility in relation to both staff and public.

School Board:

1. Act as advisory and executive officer of the School Board.
2. Attend all regular Board meetings and designated subcommittees as requested.
3. Administer the schools in accordance with School Board policies and regulations.
4. Prepare the annual report to the School Board concerning the operation of the schools.
5. Keep the Boards informed of important legislation relating to schools.
6. Have a working knowledge of the law as it relates to School District operation.
7. Assist the School Board to develop and maintain policy manual and ensure that it is effectively used by all school personnel.

Personnel Administration:

1. Responsibility for the administration of all School Board personnel policies.
2. Recommend to the Board appointment of contractual employees deemed best qualified.

School Building Development Programs:

1. Utilize the assistance of principals, teachers, students, State Department of Education, and nonprofessional personnel in the total building program.
2. Provide the School Board with facts to assist its members in the multiple decisions a building program entails.
3. Convey to the architect (with assistance from an educational consultant) a clear, concise statement of the educational specifications to be fulfilled in the building.
4. Assist the School Board in presenting the program to the public.
5. Develop a financial plan for costs of construction, preparing bond issues, etc.

Business Management:

1. General responsibility for the management of the business affairs of the school district.
2. Responsibility for the preparation for the School Board the annual financial and statistical reports required by the law.
3. Be alert to the acquisition of state and federal revenues not ordinarily anticipated for the School District.
4. Organize and supervise a continuing building operation and maintenance program.
5. Prepare annually a detailed operating budget.
6. Assure that Generally Accepted Accounting Principles (GAAP) are in place.

Category: R

**SCHOOL SUPERINTENDENT**

(continued)

**Salary Negotiations and Master Contract Administration:**

1. Provide the School Board with related information to assist its members in effectively negotiating periodic agreement with the ConVal Education Association and the ConVal Administration Association.
2. Act as a resource person in all matters relating to negotiations.
3. Monitor contract negotiation sessions.

**Public Relations:**

1. Develop and maintain a working relationship with the press with regard to news releases and general coverage of school programs.
2. Help to express and interpret the needs and successes of the educational program through public appearances and addresses.

**Regulatory Reference:**

*N.H. Code of Administrative Rules, Section Ed. 302.02, Substantive Duties of Superintendents  
Appendix CB-R*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

Category: O

### EMERGENCY PLANS

The School Board recognizes that State law requires the district to implement an Emergency Response Plan that conforms to the Incident Command System and the National Incident Management System.

The Superintendent is responsible for ensuring that at least two times per year, the district conducts emergency response drills. The Board or its designee will establish relations with local and state emergency and law enforcement authorities. The Superintendent or his/her designee will serve as a coordinator/liaison with these authorities.

Additionally, the Superintendent is responsible for ensuring the district's Emergency Response Plan addresses hazards such as:

- Acts of violence
- Natural disasters
- Fire
- Hazardous materials
- Medical emergencies
- Other hazards deemed necessary by the School Board or local emergency authorities

The School Board will review this policy annually.

#### **Legal References:**

*RSA 189:64, Emergency Response Plans*

*Incident Command System Preparations:*

*[www.osha.gov/SLTC/etools/ics/prepare\\_implement.html](http://www.osha.gov/SLTC/etools/ics/prepare_implement.html)*

*Federal Emergency Management Agency, Planning Ahead:*

*[www.fema.gov/plan/index.shtm](http://www.fema.gov/plan/index.shtm)*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

# Contoocook Valley School District Policy

## EMERGENCY PLANS

The School Board recognizes that it is a custodian of the next generation, our nation's most valuable resource. It is the responsibility of the district to develop a school disaster plan that will provide as much protection as possible for children while at school and to provide adequate instruction so that the school emergency plan may be carried out with the greatest possible speed and safety. Therefore, the following responsibilities shall be assigned:

The Superintendent shall (a) make recommendations for needed policy statements to the Board; (b) designate a staff member to act as school emergency coordinator and as chairman of the school emergency plan review board; and (c) coordinate a school disaster plan with the local civil defense plan.

Each principal shall (a) be informed concerning his or her responsibilities for organizing and implementing the emergency preparedness program in the school; (b) select and assign faculty members to various positions of responsibility in accordance with the school plan; (c) request needed emergency preparedness supplies and equipment; (d) inform parents concerning the emergency plan program of the school.

Each teacher shall (a) help students to develop confidence in their ability to take care of themselves and to be of help to others; (b) be prepared to provide leadership and activities for students during a period of enforced confinement; (c) be familiar with the psychological basis for working with students under the stress of emergency situations; (d) be familiar with minimum first aid procedures; (e) maintain good housekeeping practices to reduce hazards; and (f) help students to understand and interpret the emergency preparedness plan to parents.

Each school nurse shall (a) be prepared to render first aid, treat casualties, and identify and tag young children, unconscious persons, and others as indicated, and prepare patients for transportation to hospitals; (b) participate as a health resource person in faculty studies in the area of curriculum development in determining how to best meet the need for emergency preparedness; and (c) assist the principal in determining the need for additional emergency preparedness plan to parents.

The cafeteria manager and assistants shall (a) maintain an adequate supply of food and water for emergency use and (b) be prepared for feeding services under emergency conditions.

Custodian and maintenance personnel shall (a) inspect facilities for structural safety and report defects; (b) chart shutoff valves and switches for gas, oil, water, and electricity, and post charts so that other personnel may use them in an emergency; (c) be prepared to inspect the building following disaster and report damage to administrator; and (d) be ready to make emergency repairs to building services.

## Contoocook Valley School District Policy

Bus transportation personnel shall (a) identify various routes by which students could reach home, shelter, or evacuation assembly points in case of disaster; (b) know emergency precautions that need to be taken during school hours or while students are en route to school or home; (c) keep vehicles services and ready to transport evacuees at a moment's notice; and (d) familiarize themselves with available fuel sources in case of power stoppage.

April 2, 1991

# Contoocook Valley School District Policy

## EMERGENCY PLANS (Checklist for Developing a School Emergency Plan)

The following checklist is designed primarily to help school administrators reveal gaps as they develop their school disaster plans.

YES

1. Obtain a resolution from the School Board \_\_\_\_\_
2. Appoint a School District Disaster Coordinator. \_\_\_\_\_
3. Contact advisory personnel regarding development of plan. \_\_\_\_\_
4. Correlate plan progress with local emergency operations plan. \_\_\_\_\_
5. Compile information for plan into a written document. \_\_\_\_\_
6. Review plan with local officials (civil defense, police, others). \_\_\_\_\_
7. Obtain legal advice concerning the status of school personnel and property in the event of disaster. \_\_\_\_\_
8. Present plan to School Board for approval. \_\_\_\_\_
9. Notify parents of plan. \_\_\_\_\_
10. Conduct drills as outlined in school disaster plans
  - a. Drills on building evacuation. \_\_\_\_\_
  - b. Drills on moving personnel to shelter area. \_\_\_\_\_
11. Evaluate drills for efficiency. \_\_\_\_\_
12. Evaluate warning system when used in drills. \_\_\_\_\_
13. Train teachers in disaster preparedness classes. \_\_\_\_\_
14. Integrate emergency training into curriculum. \_\_\_\_\_

April 2, 1991

Category: R

### **FIRE DRILLS**

Fire drills will be scheduled by the building principal pursuant to state statute and/or the New Hampshire Department of Safety. Exceptions to the frequency of such drills may be granted pursuant to state law.

The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside. The building principal is responsible for creating fire drill routes and procedures, and for maintaining all documentation relative to fire drills.

**Legal Reference:**

*NH Code of Administrative Rules, Section SAF-C 6008.04, 6008.05, State Fire Code, Building Safety*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

*Category: R**See also EBCE***EMERGENCY CLOSINGS**

The Superintendent shall establish criteria and procedures for emergency closings of the schools.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:



Category: R

See also EBCD

### SCHOOL CLOSINGS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by the Assistant Superintendent or designee.

Announcements: When the Superintendent decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, or other available means.

Delayed Opening of Schools: The Superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the time of the delayed opening, ~~including the cancellation of morning kindergarten, if necessary.~~ Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

Closing of Schools for the Entire Day: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to media sources shall state either the specific school(s) or that are closed or that ~~the district is~~ all schools are closed. If school is closed for the entire day, all evening programs ~~will~~ may be cancelled.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

Weekend Closings: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

*Category: R*

### **BUILDINGS AND GROUNDS MANAGEMENT**

The Superintendent will have the general responsibility for the care, custody and safekeeping of all school property, establishing such procedures and employing such means as may be necessary to discharge this responsibility.

At the building level, the Principal will be responsible for overseeing the school campus and for the proper care of school property by the staff and students.

**Legal References:**

*RSA 198:15-b, Amount of Grant*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

Category: R

### **EVALUATION OF INSTRUCTIONAL STAFF**

The administration will evaluate teachers a minimum of one time during their certification cycle. A report of completion of evaluation with recommendations will be made annually to the School Board between February 1 and March 31. Teachers who have not completed five full years of service at the time of the annual evaluation report to the School Board shall be considered non-tenured teachers.

**Legal References:**

*RSA189:14-a School Boards, Transportation and Instruction of Pupils; Failure to be Renominated or Reelected.*

1<sup>st</sup> Read: September 17, 2013  
2<sup>nd</sup> Read: October 1, 2013  
Adopted:

## Contoocook Valley School District Policy

### SUPERVISION OF PROFESSIONAL STAFF

Classroom visits are for several purposes: to encourage the growth and exchange of new ideas in teaching techniques and use of materials, to discover ways and means of coordinating the curriculum, to observe pupil conduct and pupil progress, to keep the administration informed about what is going on in the school program, and to evaluate teaching effectiveness particularly as a basis for recommendation for reappointment in the case of teachers in the probationary period.

Conferences between the principal/supervisor and teacher shall be held to promote the above purposes. Some conferences, as specified in regulations, shall be formal and result in a written record. It is expected that informal conferences will occur frequently and may be summarized in the written record of the formal conference. The written record will be signed by both teacher and principal/supervisor, each of whom will retain a copy.

The teacher conference, whether following a class visit or not, should serve as a means for exchanging ideas. It should result in the professional growth of both the teacher and the administrator and can do so only if the desire to find a common ground for such growth is present in both suggestions and comments relating to teaching methods and techniques and, within a broader perspective, should lay the foundation for curriculum planning.

Should any deviation from expected work performance develop, the principal shall be responsible for discussing it with the teacher at an early time. These discussions shall be constructive in approach, and designed to help correct weaknesses.

April 2, 1991

### CHANGE OF SCHOOL OR ASSIGNMENT

In circumstances where the best interests of a student warrant a change of school assignment, the Superintendent or his/her designee is authorized to reassign a student from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a student from a school district that is not part of the SAU, under the following conditions and procedures.

Procedures for Reassignment of Students within the District:

1. The parent or legal guardian will submit a written request for student enrollment transfer to the home and receiving building principal. The written request will include a summary of the unique circumstances leading to the request for transfer. All requests will involve atypical or extraordinary child-centered considerations.

If the student resides outside the District, the home Superintendent will send a written request to the ConVal Superintendent.

2. Once the request is received by the building principals, the home principal will schedule a meeting with the parent/guardian. This meeting shall occur within five days of receipt of the written request. All requests will be shared with the Director of Student Services.
3. If the home principal supports the transfer request, he/she will communicate the decision to the receiving building principal. Both administrators must support the request for the transfer to move forward. Once approved by both administrators, each will generate a joint, written notification to their respective Superintendents that outlines the agreement.

The Superintendent, within 10 school days of receipt of the agreement summary, shall review the submitted summary and approve or disapprove the agreement. A written placement decision shall be shared with the parent/guardian, as well as the two building principals.

4. If the home or receiving principal does not approve the request, the home principal will send a written denial, documenting the justification, to the parent/guardian within 15 days of receipt of the transfer request.
5. The Superintendent's reassignment decision shall be in writing, and shall be final and binding.
6. Parent/guardian requests must be made each year to the home and receiving principals, no later than June 30<sup>th</sup>. If the request is not received by June 30<sup>th</sup>, the student will attend school in the town in which the parent/guardian resides.

Conditions and Procedures for Reassignment Outside the District:

1. Either the parent/legal guardian or the Superintendent of a different SAU may make *a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.*

**CHANGE OF SCHOOL OR ASSIGNMENT**

(continued)

2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a decision concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendents. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent of the districts determines that the best interests of the pupil warrant a reassignment, he/she may approve reassignment of the pupil to a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU.
5. The Superintendent will issue a written decision to the parent/guardian. The Superintendent's decision will be final and binding.
6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater.
7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation:

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The Superintendent's decision on whether to enroll a nonresident student will not be based, in whole or in part, on whether that student is a student with a disability as defined by applicable State or Federal law.

*Category: P**See also JFAB***CHANGE OF SCHOOL OR ASSIGNMENT**

(continued)

**Role of the Department of Education**

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

**Manifest Educational Hardship Change of Assignment**

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC – Manifest Educational Hardship.

**Legal Reference:***RSA 193:3, III. (Change of School Assignment)**RSA 193:3, I, II, Manifest Educational Hardship**RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:

Category: P

### **ADMISSION AND TUITION OF NONRESIDENT STUDENTS**

Students who are not residents of the Contoocook Valley School District may attend District schools so long as there is space available, and upon payment of established tuition fees. Except as set forth in paragraph 3, below, admission of nonresident students shall be subject to approval by the Superintendent. The Superintendent shall establish criteria for the admission of nonresident students. Such students shall be assigned to a school by the Superintendent of Schools. An application for admission shall be granted on an annual basis; if the nonresident student wishes to continue to attend District schools, then the parent or legal guardian must reapply prior to the start of each school year.

When a nonresident student is enrolled in the District, the District shall immediately notify the district of residence of the name, date of birth, address, and grade assignment of the student. Such notification shall be made at the beginning of each school year for which the child is enrolled.

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The Superintendent's decision on whether to enroll a nonresident student will not be based, in whole or in part, on whether that student is a student with a disability as defined by applicable State or Federal law.

Students who are not residents of the District, who are admitted by the Superintendent, shall be charged tuition, except under the following circumstances:

1. To bring into the school system on occasion, students from other countries who are the guests of district residents under exchange programs that have been recognized for purposes of school attendance by the Superintendent.
2. Seniors whose families move during their senior year may complete the current school year in the District, tuition free. If the student does not graduate at the conclusion of that school year then the student must apply to enroll in the District and if admitted, he/she shall be required to pay tuition. All other students who move during the school year and are admitted by the Superintendent as a nonresident student for the remainder of the school year, shall pay tuition on a pro-rata basis.
3. Upon the Superintendent's approval, children of Contoocook Valley School District employees who are not district residents, will be permitted to attend a school in the Contoocook Valley School District at a reduced tuition so that the District's share of that student's costs will not exceed two-thirds (2/3rds) of the District's per student costs for the previous school year. The Superintendent's decision regarding admittance is non-grievable.

Except as set forth above, or unless enrolled through separate agreement with another school system or agency, all nonresident day students shall be charged tuition at a rate set by the School Board. Tuition shall be billed quarterly in advance to the district of residence or the parent responsible for payment. When a district of residence is responsible for tuition, prior approval must be granted by that district's school board, and the districts may elect to enter into an agreement for payment of tuition.

Nonresident students who are admitted to the District shall comply with all District policies, rules, and regulations, including but not limited to the District's code of conduct and its bullying policy.

The provisions of this policy may be modified on a case-by-case basis, as needed, pursuant to separate contracts, agreements, and other binding arrangements.

**Legal Reference:**

*RSA 186-C:13, Special Education; Liability of Expenses*  
*RSA 193:3, Change of School or Assignment*  
*RSA 193:12, Legal Residence Required*

1<sup>st</sup> Read: September 17, 2013

2<sup>nd</sup> Read: October 1, 2013

Adopted:



# Amended Policies

*Category: P**/See also EH, GBJ***DATA/RECORDS RETENTION**

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations.

*Legal References:*

*RSA 91-A, Right to Know Law*

*RSA 189:29-a, Records Retention and Disposition*

*NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*

*NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*

*20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

*Appendix EHB-R, Records Retention Schedule*

1<sup>st</sup> Reading: April 15, 2008

2<sup>nd</sup> Reading: May 13, 2008

Adopted: May 13, 2008

Amended: October 1, 2013

Category: R

### **RISK MANAGEMENT**

The School Board recognizes its responsibility for properly managing the resources of the school system. This responsibility includes concern for the safety of students, employees and the public, as well as concern for protecting the system's property from loss. No new policy or procedure will be adopted or approved by the board without first giving careful consideration to the school system's risk exposure.

The Superintendent or, by designation, the Business Administrator, shall be responsible for establishing a risk management and insurance program covering all property and program risks related to the performance of the educational and service missions of the system. This risk management and insurance program shall include means for identifying, eliminating, reducing, retaining, or transferring risk. Only when a particular risk cannot be eliminated or feasibly retained by the system shall it be transferred by the purchase of insurance.

The Board realizes that the assumption of some predictable risks is the most economically feasible method of treating certain exposures. When it is in the apparent best interest of the system, the board may budget for and retain limited and predictable risks of financial loss, through the use of contingency funds, deductibles, etc. or participation in pooled risk management programs with other School Districts.

When the purchase of commercial insurance is deemed necessary, such purchase will be made on the basis of service offered by the insurer, the reliability and financial stability of the insurer, and the price of the insurance as competitively determined.

The Board does not recognize any obligation to purchase insurance from a particular agent, broker, or insurer representative or from any group of agents, brokers, or insurer representatives other than an obligation based on the above stated considerations.

The Board charges the Superintendent Business Administrator with the responsibility for preparing an annual risk management audit report for review by the board. The report shall include a description of the system's current risk management program and a summary of the existing insurance coverages. Minimum information to be maintained for planning, budgeting, loss control and overall financial management, includes at least the following: 1) policy roster; 2) losses incurred and paid; 3) property valuations; 4) inspection and maintenance records for all property; 5) emergency plans.

The Board authorizes the Superintendent to seek professional risk management advice, if necessary, in order to develop, implement, maintain, and audit an effective risk management program for the system.

**Legal Reference:**

*RSA 194:3,III, Powers of Districts*

Adopted: April 2, 1991

Amended: September 17, 2013, October 1, 2013

# Rescinds Only

## Contoocook Valley School District Policy

(Also GBC)

### STAFF ETHICS

The teacher is entitled to full freedom of research, and in the publication of the results, subject to the adequate performance of other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but should be careful not to introduce into teaching any controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

A teacher speaking or writing as a citizen should be free from institutional censorship or discipline, but his/her special position in the community carries special obligations. As a person of learning and an educational officer, the teacher should remember that the public may judge the profession and institution by utterances. Hence the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others and should make every effort to indicate that he/she is not an institutional spokesman.

Board Adoption: January 29, 2002

## Contoocook Valley School District Policy

### OCCUPATIONAL EDUCATION (Career Education)

The Board embraces the concept that career education is the totality of learning experiences through which a person learns about and prepares to engage in work as part of her or his way of living. Such education should start in early childhood and continue of the following phases: (1) career awareness, (2) career exploration, (3) career decision making, (4) career preparation, (5) career guidance and counseling, (6) career placement, follow-up, and advancement.

The Board believes that the district should develop career education programs that provide experiences, occupational preparation, and services that will assist individuals to develop an understanding of the world of work, make decisions about careers, prepare for them, find them, and advance in them. For example:

1. Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children's understandings of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.
2. Career exploration should begin in the junior high school – and may continue much longer. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning experiences should include examination of careers, observation of work, and actual work experiences; and then evaluation by the individual of his or her own interests, abilities, and aptitudes in relation to these experiences.
3. Career decision-making takes place when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interests, abilities, and aptitudes. At this time, students should feel ready to make some tentative choices and consider alternatives as to their career and/or career area.
4. Career preparation begins in high school. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry-level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work-study experience programs designed to give on-the-job training.

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5. Career guidance and counseling should be an ongoing part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine a knowledge of self, a knowledge of work opportunities, and a knowledge of alternatives for education and training. Guidance should involve the participation of teachers, professional counselors, and parents.
6. Career placement, follow-up, and advancement are critical in career education. Along with the traditional function of guidance counselors in placing students in colleges, job placement services should be provided for students who desire either part-time employment while attending school or full-time employment after graduation. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. Through adult programs, the schools should provide retraining and career advancement, for advances in technology continually require new skills and society continually demands new services. We can only make guesses about job needs in the future—but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continuing study and training.

Realizing that there must be a cooperative effort between the schools and community, the Board supports the establishment of career education advisory committees consisting of school and community leaders, and the involvement of community resources persons at all school levels.

April 2, 1991

## Contoocook Valley School District Policy

### PHYSICAL EDUCATION

Physical education shall be required of all pupils on a regularly scheduled basis. No child shall be excused from physical education except on the advice of a registered physician of the state. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

April 2, 1991



**Contoocook Valley School District Policy****PHYSICAL EDUCATION DEPARTMENT  
Medical Excuse Form**

Students medically excused from physical education will not have to make up the time missed, but Full credit in physical education will not automatically be given. Credit missed in physical education may be made up in another subject area or in physical education for total graduation requirements.

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Statement by doctor regarding physical problem: \_\_\_\_\_

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Length of medical excuse from physical education class: \_\_\_\_\_

Date \_\_\_\_\_ Doctor's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Director of Physical Ed. Signature \_\_\_\_\_

School Nurse Signature \_\_\_\_\_

Cc: Guidance Director  
Physical Ed. Director

April 2, 1991

## Contoocook Valley School District Policy

### ENERGY EDUCATION

If students are to understand conservation and the wise use of natural resources, the Board believes that it is vital that they become aware of the need for the conservation of energy. Such instruction will be planned to help them to develop attitudes that will guide their behavior in present and future use of energy resources.

Students will be given the opportunity to learn about energy conservation through appropriate instruction at all levels. The programs used for this instruction may be those furnished through inservice training from the division of curriculum and instruction as approved by the State Department and/or the Board.

Teachers are encouraged to employ energy conservation concepts in each course and use learning activities that create a comprehension of energy problems. Use of classroom discussion, books, periodicals, nature walks, home audits, and independent projects may result in a better understanding of changing energy situations.

April 2, 1991

# 1<sup>st</sup> Reads

Category: O

### **TRAFFIC AND PARKING CONTROLS**

Driving and parking on school property are privileges granted by the School Board, or its designee, to persons who have reasons to be in the schools or on school property.

~~The school administration will develop, in cooperation with local traffic authorities, a plan for accommodating the flow of traffic on school roadways and traffic regulations.~~

The assignment of parking areas to staff, students, and visitors to the school will be the responsibility of the school administration.

~~Because the Board desires to maintain the natural beauty of school grounds and surroundings and to prevent damage to ground cover, plants, and trees caused by vehicles, the Board directs that signs be posted on all school property indicting that no motorized vehicles may be operated on school grounds unless they are operated in properly designated areas. The signs will indicate that violators of traffic regulations of the school district will be prosecuted.~~

Vehicle parking and travel on school property is at the risk of the vehicle owner. The Contoocook Valley Regional School District is not responsible for any vehicle damage that may occur while on District property.

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adoption:

Category: R

See also ICA

## SCHOOL YEAR

The school year shall include a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation.

Alternatively, the school year may consist of the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

### **Legal References:**

*RSA 189:1, Days of School*

*RSA 189:24, Standard School*

*NH Code of Administrative Rules, Section Ed. 306.18, School Year*

*NH Code of Administrative Rules, Section Ed. 306.19, School Calendar*

*NH Code of Administrative Rules, Section Ed. 306.27 (q), High School Schedule for Seniors/Graduation*

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:

*Category: R**See also IC***SCHOOL CALENDAR**

The school calendar will be developed by the Superintendent or designee and approved by the School Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.

The Superintendent or designee shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools and regional special education programs.

**Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 306.19, School Calendar*

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:

Category: R

See also IFA, IGA, IJ

### INSTRUCTIONAL APPROACH

It is the policy of the School Board that instruction will be aligned with the goals, mission, and policies of the School District. Additionally, the District's instructional program will comply with the rules of the NH Department of Education and all applicable state statutes and federal law.

Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development.

The instructional program will include:

1. Procedures for diagnosing learner needs
2. Methods and strategies for teaching that incorporate learner needs
3. Research-based learning opportunities
4. Techniques for evaluating student outcomes
5. The provision of remedial instruction as needed

Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology to engage each student in achieving the necessary skill and knowledge.

#### **Legal References:**

*N.H. Code of Administrative Rules, Section Ed 306.26(a)(2), Kindergarten through Grade 8 Curriculum, Instructional Program*

*N.H. Code of Administrative Rules, Section Ed 306.27(b)(3), High School Curriculum, Instructional Program*

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:

Category: R

### CURRICULUM DEVELOPMENT

The School Board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Assistant Superintendent will spearhead curriculum development for the school system. The Assistant Superintendent will establish curriculum committees for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum renewal and adoptions, based on the approved curriculum renewal cycle. The Assistant Superintendent will submit to the Board recommendations developed in conjunction with curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

**Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents*

*NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of School Boards*

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:



Category: P

### CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Each individual has dignity and worth.
2. A free society requires respect for persons, property, principles, and self.
3. Each individual has a right to learn and freedom to achieve.
4. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
5. Each individual has the right to personal liberties.
6. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
7. Each individual has a responsibility to the group as well as to the total society.
8. A democratic government is established by majority vote.
9. Democratic societies are based on law.
10. Problems are solved through reason and orderly processes.
11. An individual should be tolerant of another's beliefs and should have the freedom to express his/her own.
12. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

#### **Legal References:**

*NH Code of Administrative Rules, Section Ed 306:04(a)(5), Character and Citizenship*  
*NH Code of Administrative Rules, Section Ed 306:04(i), Character and Citizenship*

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:

*Category: O*

**TEACHING ABOUT RELIGION**

The School Board will ensure that any instruction relating to religion within the District shall conform to applicable legal requirements.

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted:

*Category: R*

### **TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO**

The Superintendent or designee shall be responsible to establish and periodically review the District's guidelines for the education about alcohol, drug, and tobacco use and dealing with abuse.

1<sup>st</sup> Read: October 1, 2013

2<sup>nd</sup> Read:

Adopted: