

Policy Committee

Agenda May 1, 2018

6:00 PM, SAU Offices

Members	Rich Cahoon - Chair, Janine Lesser r, Kristen Reilly, Stephan Morrissey, Crista Salamy, Jerome Wilson, Kimberly Saunders, Ann Forrest, Kristen Reilly Attendees:
1.	Meeting call to order: ❖ Approval of April 17, 2018 Minutes
2.	Policies to the Board: Second Read: ❖ ADD/EBB: School Safety – These identical policies are going for a 2 nd read. First Read: ❖ EHAA/JICL: Internet Safety and Responsible Use – for Students ❖ IKFA: Early Graduation
3.	Current Policies for Review: ❖ EEAG: Use of Private Vehicles on School Business: Deferred from our last meeting. ❖ GBCD: Background Investigation and Criminal Record Check – coming back after a discussion at our 4/17/18 meeting. Added additional explanatory content to Designated Volunteer description. ❖ IHAMA: Teaching about Alcohol, Drugs, and Tobacco --- Included the RSA that is noted in the NHSBA version of this policy. ❖ JKAA: Use of Restraint, Seclusion, and Physical Contact – Minor edits from last meeting. Bringing back for further discussion. ❖ JLD: School Guidance and Counseling Program – the category for this policy has changed from Priority to Recommended. Additional content has also been introduced. ❖ JLIF: Receipt and Use of Sex Offender Registry Information – this is an Optional policy that we do not have. A Policies: for Review ❖ AFB/CB/CBI-R: School Superintendent/Evaluation of the Superintendent and Goal Setting – update required.
4.	Pending Policies: from NHSBA Spring 2017 Spring Policy Update: The following policies are not in this packet. We are awaiting feedback from different sources.

	<ul style="list-style-type: none"> ❖ ILBAA: High School Graduation Competencies --- our 2008 policy was never assigned a Category. This is a Priority policy. Not discussed at last meeting. Refer both versions to Education Committee for future agenda item and copy to Gib West. ❖ ILDA: Non-Educational Questionnaires, Surveys, and Research. Not discussed at last meeting. The language is questionable. Sending back to Legal/Administration for review. ❖ JICI: Dangerous Weapons on School Property – Kimberly will report back on this policy. ❖ IMBD: High School Credits for 7th/8th Grade Coursework --- we do not have this policy. Going to Education Committee for future agenda. This is a priority policy ❖ JIHB: Searches of Student Automobiles on School Property – provided to CVHS administration for review. Also included is JIHB-R. (These are not in your packet)
5.	<p>Strategic Plan Related Policies: Not in packet</p> <p>Below is our original list of Strategic Plan related policies from August 2016 with determination of committee ownership: Status Report?</p> <ul style="list-style-type: none"> ❖ Class size: IIB -- presented to Education Committee ❖ Communications: BHC, GBD; Communications Committee ❖ Assessment: IGA, IHBH, IK, ILBA, IMBC; presented to Education Committee ❖ Community Partnerships: KCB; Communications <p>Request from Student Services to review Strategic Plan Goal 2.5 policies:</p> <ul style="list-style-type: none"> ❖ KA – School, Community, and Home Relations, adopted Aug. 2012 ❖ KCB -- Community Involvement in Decision Making, adopted Oct. 2015 ❖ KDA – Public Information Program, adopted Nov. 2014 ❖ KDCA -- Student Involvement in Public Information Program, adopted Nov. 2014 ❖ KMA -- Relations With Parent Organizations, adopted Oct. 2015
6.	Next Meeting: May 15, 2018 @ 6:00 PM

Policy Committee

Minutes

April 17, 2018

5:30 PM, SAU Offices

Members	<p>Rich Cahoon - Chair, Janine Lesser r, Kristen Reilly, Stephan Morrissey, Crista Salamy, Jerome Wilson, Kimberly Saunders, Ann Forrest, Kristen Reilly</p> <p>Attendees: Janine Lesser, Crista Salamy, Ann Forrest, Myron Steere, Stephan Morrissey, Jerome Wilson, Rich Cahoon – unavailable.</p>
1.	<p>Meeting call to order: The Meeting was called to order at 5:30 by Stephan Morrissey.</p> <p>1) Approval of April 3, 2018 Minutes – Jerome Wilson moved to accept the minutes as written. Crista Salamy seconded. Unanimous.</p>
2.	<p>Policies to the Board:</p> <ul style="list-style-type: none">❖ ADD/EBB: School Safety – These identical policies are going for a 1st read. Move to a first read by Jerome Wilson, seconded by Janine Lesser. Unanimous.
3.	<p>Priority Policies:</p> <ul style="list-style-type: none">❖ EEAG: Use of Private Vehicles on School Business: Deferred to May meeting.❖ EHAA/JICL: Internet Safety and Responsible Use for Students. Back for further discussion. <p>The yellow text is from Leadership and the 1-to-1 Initiative. See page 2 of 3, numbers 5; discussed splitting into 2 sections: Separating hardware from the software. Stephan Morrissey is OK with this as it reads. Janine Lesser concurs. Ann Forrest is concerned about the wording in paragraph 3..."The School District..." concern focuses on the reference about the ban on computer or internet use. What is the disciplinary action? What if someone deliberately brought in a virus, what would the penalty be? What is the appropriate discipline for something like that? Motion to send for a 1st read by Crista Salamy, Kristen Reilly seconded. ACTION: Both EHAA & JICL will go for a first read on May 1.</p> <ul style="list-style-type: none">❖ GBCD: Background Investigation and Criminal Record Check – Minor edits made. Send for a 1st read in May? No. A discussion ensued regarding the paragraphs under "Final Offer of Employment": conditional employment verses final offer. What qualifies as an offense? What about a misdemeanor? Does that fall under the RSA? Let's bring this back to the Superintendent. Yes, committee agreed. ACTION: Work needed on language regarding designated volunteers.❖ IHAMA: Teaching about Alcohol, Drugs, and Tobacco --- this policy requires a category change and additional legal references. Not discussed at last meeting. This policy has been revised due to legal changes and is now a priority. ACTION: We will bring the RSA and this policy to next meeting.❖ IKFA: Early Graduation (this used to be an optional policy and we rescinded it). This packet contains the NHSBA version. Not discussed at last meeting.

	<p>ACTION: Move to a first read for May 1. Check with Kimberly re: Legal review.</p> <ul style="list-style-type: none"> ❖ ILBAA: High School Graduation Competencies --- our 2008 policy was never assigned a Category. This is a Priority policy. Not discussed at last meeting. Refer to Ed (both versions of policy) ACTION: Committee for future agenda item and copy to Gib West. ❖ ILDA: Non-Educational Questionnaires, Surveys, and Research. Not discussed at last meeting. The language is questionable. Do we want to refer back to Legal/Administration? ❖ IMBD: High School Credits for 7th/8th Grade Coursework --- we do not have this policy. Not discussed at last meeting. ❖ JKAA: Use of Restraint, Seclusion, and Physical Contact – Minor edits from last meeting. Send for a 1st read in May? ACTION: Defer until May meeting.
4.	<p>Pending Policies: from NHSBA Spring 2017 Spring Policy Update:</p> <ul style="list-style-type: none"> ❖ JICI: Dangerous Weapons on School Property – Kimberly will report back on this policy. ❖ JLD: School Guidance and Counseling Program – the category for this policy has changed from Priority to Recommended. Additional content has also been introduced. ❖ JLIF: Receipt and Use of Sex Offender Registry Information – this is an Optional policy that we do not have. ❖ JIHB: Searches of Student Automobiles on School Property – provided to CVHS administration for review. Also included is JIHB-R. (These are not in your packet) <p>A Policies: for Review</p> <ul style="list-style-type: none"> ❖ AFB/CB/CBI-R: School Superintendent/Evaluation of the Superintendent and Goal Setting – update required.
5.	<p>Strategic Plan Related Policies: Not in packet</p> <p>Below is our original list of Strategic Plan related policies from August 2016 with determination of committee ownership: Status Report?</p> <ul style="list-style-type: none"> ❖ Class size: IIB -- presented to Education Committee ❖ Communications: BHC, GBD; Communications Committee ❖ Assessment: IGA, IHBH, IK, ILBA, IMBC; presented to Education Committee ❖ Community Partnerships: KCB; Communications <p>Request from Student Services to review Strategic Plan Goal 2.5 policies:</p> <ul style="list-style-type: none"> ❖ KA – School, Community, and Home Relations, adopted Aug. 2012 ❖ KCB -- Community Involvement in Decision Making, adopted Oct. 2015 ❖ KDA – Public Information Program, adopted Nov. 2014

	<ul style="list-style-type: none"> ❖ KDCA -- Student Involvement in Public Information Program, adopted Nov. 2014 ❖ KMA -- Relations With Parent Organizations, adopted Oct. 2015
6.	<p>Next Meeting: May 1, 2018 @ 6:00 PM</p> <p>Crista Salamy moved to adjourn, Janine Lesser seconded. Meeting adjourned at 6:27 PM.</p>

Respectfully submitted,

Carol Hills

ADD – Safe Schools

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments of school climate to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:

RSA 193-D, Safe School Zones

ADD – Safe Schools

*RSA 193-F, Pupil Safety and Violence Prevention
NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*

Category: *Recommended*

See also EB, EBB, JICK

First Read: April 17, 2018

Second Read: May 1, 2018

Adopted:

EBB – Safe Schools

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

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5. Training programs for staff and students in emergency response procedures that include practice drills.
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Category: *Recommended*

See also ADD, EB, JICK

First Read: April 17, 2018

Second Read: May 1, 2018

Adopted:

EHAA – Internet Safety and Responsible Use – For Students

Overview

The ConVal School District provides its students access to a multitude of technology resources. These resources provide opportunities to enhance learning and improve communication within our education community and with the global community beyond our campus. ~~The advantages of having access to these resources are far greater than any potential downside.~~ However, with the privilege of access is the responsibility of students to exercise appropriate personal responsibility in their use of these resources.

The ConVal School District policies are intended to promote the most effective, safe, productive, and instructionally sound uses of networked information and communication tools, including preventing unauthorized disclosure of, or access to, information protected by the Family Educational Rights and Privacy Act (FERPA). The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful, obscene, violent, or otherwise inappropriate. The District maintains an Internet content filtering system that meets federal standards established in the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA) by blocking access to inappropriate material on the Internet and ensuring the safety and security of minors when using email, social media, and other forms of direct electronic communications.

Digital Citizenship

The ConVal School District provides information and technology resources for use in safe, legal, and responsible ways. A responsible digital citizen is one who:

1. Respects one's self. Users will use online names that are issued to them, and will carefully consider the appropriateness of any information and images that are posted online.
2. Respects others. Users will refrain from using technologies to bully, tease, or harass other people. Users will not masquerade using a false identity or impersonate others.
3. Protects one's self and others. Users will protect themselves and others by using secure passwords, logging out of a computer when finished, not sharing passwords with others, and by reporting abuse and not forwarding inappropriate materials or communications.
4. Respects and protects intellectual property. Users will suitably cite any and all use of websites, books, media, etc., and will request to use the software and media others have produced.
5. Respects the District's technology equipment, network, and resources. Users will avoid bandwidth-intensive tasks, the transfer of unnecessarily large files, and the submission of multiple copies of the same print job to a printer. Users are prohibited from attempting to install or download software onto District-owned computers.
6. Protects the conval.edu and cvsd.me domains from inappropriate use. Users will use District-provided accounts and subscriptions for school work only. Users will respect filters and other security systems and not attempt to defeat them.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and about cyberbullying awareness and response.

Expectations

Responsible use of the District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the School District's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Digital storage and electronic devices

EHAA – Internet Safety and Responsible Use – For Students

used for school purposes are viewed as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to ensure that users are using the system in accordance with District policy. Users do not have any expectation of privacy of any information stored on servers or transmitted through District communication systems. Users should also understand that school servers, **as well as non-school servers**, regularly record Internet activity in log files and that, if requested under New Hampshire's "Right to Know" law (RSA 91-A: Access to Public Records and Meetings), the District must provide this information.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette. The following guidelines are intended to clarify expectations for conduct, but they should not be construed as all-inclusive:

1. Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
2. Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to copyrighted material, licensed material, threatening or obscene material, and unauthorized disclosure, use, and dissemination of personal information of minors.
3. Intentional or unintentional use of computing resources to access or process proxy sites, pornographic material, explicit text or files, material that is demeaning or degrading, content that is violent or harmful to minors, or files dangerous to the integrity of the network are strictly prohibited.
4. Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
5. Users may be held personally and financially responsible for **malicious** damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
6. Files stored on District-managed networks may be inspected at any time and should not be considered private.
7. Protects the **conval.edu and cvsd.me domains** from inappropriate use. Users will use District-provided accounts and subscriptions for school work only. Users will respect filters and other security systems and not attempt to defeat them.

The School District reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including ~~temporary or permanent ban on computer or Internet use~~, suspension or dismissal from school, and/or legal action. The School District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Jurisdiction

This policy is in effect:

- When CVSD-provided equipment (laptops, tablets, etc.) is used on or off school property;
- When non-CVSD devices access the District's network or District resources in school or out of school if the use creates a hostile environment at school for any student/employee and/or cause disruption or disorder within a school.

EHAA – Internet Safety and Responsible Use – For Students

Legal References:

U.S. Pub. L. No. 106-554, Children's Internet Protection Act (www.ifea.net/cipa.html)

U.S. Pub. L. 105-277, 112 Stat. 2581-728, enacted October 21, 1998, Children's Online Privacy Protection Act of 1998 (COPPA) (15 U.S.C. §§ 6501–6506)

NH RSA 194:3-d, School District Computer Networks.

Category: R P

See also JICL

~~1st Read: July 16, 2013~~

~~2nd Read: September 17, 2013~~

~~Adopted: September 17, 2013~~

First Read: May 1, 2018

Second Read:

Adopted:

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Category: R P

See also EHAA

~~1st Read: July 16, 2013~~

~~2nd Read: September 17, 2013~~

~~Adopted: September 17, 2013~~

First Read: May 1, 2018

Second Read:

Adopted:

IKFA – Early Graduation

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

Legal References:

NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation

Category: *Priority/Required by Law*

First Read: May 1, 2018

Second Read:

Adopted:

EEBB EEAG -- Use Of Private Vehicles to Transport Students

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the teacher's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$500,000 Combined Single Limit and provide a Certificate of Insurance naming the District as an Additional Insured and be a designated volunteer. The District will maintain liability insurance, which will be in excess of the owner's primary insurance for authorized student transportation.

To use a private vehicle for school purposes, the employee must have the written permission of the Superintendent or his or her designee.

This permission may be in the form of a standing permit for employees who use their own cars regularly for school purposes. The permit shall state the particular purpose, and whether it includes transportation of students.

For all special trips involving students, including field trips, a special permit must be obtained in advance for the specific trip.

The district shall assume no responsibility for liability in case of accident unless the employee has the authorization described above.

The board specifically forbids any employee to transport students for school purposes without prior authorization by the Superintendent or his or her designee.

No student shall be sent on school errands using any automobile.

Reimbursement for use of private vehicles will be made only when the staff person has prior approval of the responsible administrator.

Legal References:

New Hampshire Code of Administrative Rules Section Saf-C 1304.05, Exemption From School Bus Driver's Certificate

Category: R

First Read:

Second Read:

Adopted:

GBCD – Background Investigation and Criminal Records Check

Background Investigation

The Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the District.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime, and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any person for whom the Board requires a Criminal Records Check shall be directly paid for, or reimbursed for state and federal processing fees associated with the Criminal Records Check, unless otherwise determined by the Board.

Criminal Records Check

Each person considered for employment by the Board must submit to a State and FBI Criminal Records Check and any other background check deemed appropriate by the Superintendent.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check and any other background check deemed appropriate by the Superintendent.

Designated Volunteers

A designated volunteer is a volunteer who routinely participates in the classroom environment and is regularly assigned and meets with students in a group or on a one-on-one basis. This shall include but is not limited to:

- a. volunteer drivers and chaperones
- b. volunteer aides who may work alone with a student in a private setting

Designated volunteers are subject to a background investigation/criminal records check and the provisions of this policy. The Board recognizes that rare occasions occur when a building principal may, on short notice, need to replace a designated volunteer with a non-designated volunteer. In such cases, it is the School Board's expectation that the designated volunteer pool will be looked at first for a replacement and every effort will be made to find a designated volunteer as a replacement before using a non-designated volunteer.

Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State, FBI Criminal Records Check, and any other records checks as deemed necessary by the Superintendent.

GBCD – Background Investigation and Criminal Records Check

No selected applicant for employment shall start work until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely conditioned upon the completion of a Criminal Records Check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has been convicted of the following **a felony** offenses, including but not limited to those referenced in RSA 189:13-a, V:--(1) murder, or (2) child pornography, or (3) aggravated felonious sexual assault, (4) felonious sexual assault, (5) kidnapping, (6) manufacturing, selling, administering, dispensing or distributing any controlled substance(s), or (7) sexual misconduct.

In addition to the felonies in **RSA 189:13-a** listed above, a person may be denied a final offer of employment if he/she has been convicted of ANY felony. Such determination will be made by the Superintendent or a designee, on a case by case basis.

The Superintendent, or designee, will transmit the required, completed forms to the State Police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.

When the District receives a notification of a felony conviction from the State Police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person within twenty-four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

Additional Criminal Records Checks

The District may require a Criminal Records Check of any employee or designated volunteer at any time.

GBCD – Background Investigation and Criminal Records Check

Legal Reference:

RSA 189:13-a, School Employee and Volunteer Background Investigations

Appendix GBCD-R: Sample Background Check, Criminal History Records Check Protocol

~~*RSA 189:13-a, School Employee and Volunteer Background Investigations*~~

~~—— *Appendix GBCD-R: Technical Advisory, School Employee Background Investigation, Including A*~~

~~—— *Criminal History Records Check, N.H. Department of Education, November 27, 2000*~~

Category: P

See also: ~~*See also HCA, HCA-E, HCA-R, IJOC*~~

1st Reading: November 16, 2010

2nd Reading: February 3, 2011

~~Adopted: February 3, 2011~~

IHAMA – 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.

Category: R

1st Read: October 1, 2013

2nd Read: October 15, 2013

Adopted: October 15, 2013

IHAMA - TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

(Download policy)

Category P, Priority/Required by Law

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

Ed 306.40, (b)(2) a - Health Education Program.

Revised: May 2017

Reviewed: July 2004

Revised: July 1998

NHSBA, Note: This policy is revised to reflect the enactment of SB 369, establishing RSA 189:11-d, Drug and Alcohol Education, enacted effective August 20, 2016.

Section 189:11-d

189:11-d Drug and Alcohol Education. –

I. Each public school in the state, as part of the school board-approved kindergarten through grade 12 health education program, shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community. The school board may authorize the use of an evidence-based prevention program.

II. School boards shall develop policies authorizing school district personnel to provide pupils, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for pupils. Nothing in this section shall require a school district to add additional programs or services, but only to provide information about available programs and services.

Source. 2016, 301:1, eff. Aug. 20, 2016.

JKAA – Use of Restraint, Seclusion, and Physical Contact

The District and all of its employees and contractors have a duty to maintain an orderly, safe environment that is conducive to learning and the District's educational mission. Positive behavioral interventions based on the results of behavioral assessment, shall serve as the foundation for any program used to address the behavioral needs of students. When reasonable to do such, staff shall first seek to address a student's behavioral needs through positive behavioral interventions and supports before resorting to restraint or seclusion.

In ~~extreme~~ **certain** circumstances, restraint or seclusion of a student will become necessary for the District to fulfill its duty to maintain a safe and orderly environment. However, restraint or seclusion shall only be used when needed to protect the student or others from a substantial and imminent risk of serious bodily harm.

Restraint

The use of restraint in schools shall be limited to physical and restraint, and only to the extent permitted by State Law and this policy. "Physical restraint" shall be deemed to have occurred when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. This includes any manual method that immobilizes a student or restricts their freedom of movement of the torso, head, arms, or legs. Mechanical restraints may be used in the transportation of children when case-specific circumstances dictate that such methods are necessary.

A physical restraint shall only be used:

1. To ensure the immediate physical safety of a person or persons when there is a substantial and imminent risk of serious bodily harm to the child or others; and,
2. By trained personnel using extreme caution when all other interventions have failed or been deemed inappropriate.

The determination of whether the use of restraint is justified shall be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.

A restraint shall not be imposed for longer than is necessary to protect the child or others from a substantial and imminent risk of serious bodily harm. Children in restraint shall be the subject of continuous direct observation by personnel trained in the safe use of restraint.

No period of restraint of a child may exceed 15 minutes without the approval of the principal or a supervisory employee designated by the principal to provide such approval. No period of restraint of a child may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the child is conducted by the principal or by a supervisory employee designated by the principal who is trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by state law. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall

JKAA – Use of Restraint, Seclusion, and Physical Contact

be retained by the facility or school as part of the written notification and record-keeping requirements set forth in state law.

Prohibited Forms of Physical Restraint

All district employees and contractors are prohibited from using or threatening to use:

1. Any physical restraint or containment technique that:
 - a. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity, or restricts the movement required for normal breathing;
 - b. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
 - c. Obstructs the circulation of blood;
 - d. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or wash clothes; or,
 - e. Endangers a child's life significantly or exacerbates a child's medical condition.
2. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
3. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
4. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

Restraints shall not be used explicitly or implicitly as punishment for a child's behavior.

Mechanical Restraint

The proper use of seat belts or safety belts while transporting students shall not be deemed mechanical or physical restraint. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body. Mechanical restraint shall only be used in the transportation of children when case-circumstances dictate that such methods are necessary to safely transport the child.

Whenever a child is transported to a location outside a school, the principal or their designee shall ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the child in a manner which:

- (a) Prevents physical and psychological trauma;
- (b) Respects the privacy of the child; and
- (c) Represents the least restrictive means necessary for the safety of the child.

JKAA – Use of Restraint, Seclusion, and Physical Contact

The use of mechanical restraint shall be documented, and notice of such restraint shall be provided to the parents/guardian of the child. The individual or individuals responsible for implementing a mechanical restraint shall be trained in the proper use of the mechanical restraint.

Actions not Deemed Restraint

In accord with state law, the following actions shall not be considered restraint:

(1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child. However, such use of force shall require a report to the parents/guardians of intentional physical contact, as discussed below.

Prohibition of Medical Restraint

Medication restraint is defined in the law as occurring when a child is given medication involuntarily for the purpose of immediate control of the child's behavior. All schools are prohibited from using medication of any kind as a form of restraint.

This prohibition shall not be interpreted to prohibit the administration by a school nurse of a lawfully prescribed medication for purposes other than medication restraint; provided such occurs in accord with the District's policies on the administration of medication in the schools and state law pertaining to the administration of medication by a school nurse.

JKAA – Use of Restraint, Seclusion, and Physical Contact

Seclusion

Seclusion means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The fact that the place has a window or other device for visual observation does not serve as an exception to this definition.

Seclusion may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or other others, and may only continue until that danger has dissipated.

Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child. Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.

Seclusion shall not be used as a form of punishment or discipline. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

Rooms used for seclusion must meet the minimum requirements set forth in RSA 126-U, including having doors which are either not equipped with locks, or are equipped with devices that automatically disengage the lock in case of an emergency. See more specifically RSA 126-U:5.

Parents or guardians should notify their child's school principal if a court has appointed a guardian ad litem to represent their child's interests.

Events not deemed Seclusion

Seclusion shall not be deemed to include:

The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; or

Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Internal and External Reporting

The District shall follow the provisions of RSA 126-U and ED1202.02 with regard to the internal reporting of physical restraint or seclusion as well as the external reporting to parents/guardians. Parents or guardians should notify their child's school principal if a court has appointed a guardian ad litem to represent their child's interests.

JKAA – Use of Restraint, Seclusion, and Physical Contact

Oral Reporting

Unless prohibited by court order, the building level administrator shall, as soon as reasonably possible, verbally notify the parent or guardian whenever seclusion or restraint has been used on a child. In no event shall this oral notice be later than the time of the return of the child to the parent or guardian or the end of the school day. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time. Any incident of seclusion or restraint involving any injury to anyone (student, employee, or other) shall also be immediately reported to the Superintendent or her designee.

Internal Written Reporting and Notification Form

Within five (5) business days of the use of seclusion or restraint, the school employee that used the seclusion or restraint shall submit a written report to the school principal which contains the information required in RSA 126-U:7 and ED1202.02. The District administration shall develop a reporting and notification form to be used for this written report.

Written Notification of Parents

Unless prohibited by court order, the principal or his or her designee shall, within two (2) business days of receipt of the internal written report set forth above, send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the internal written reporting and notification form referenced above. The District administration may develop a parental notification form, or may elect to use a single reporting and notification form for both internal and external reporting, but the form shall meet all the requirements of NH RSA 126-U:7(II), RSA 126-U:11 (notification of restraints exceeding 15 and 30 minutes) and ED1202.02. Each notification prepared under this section shall be retained by the school or facility for review in accordance with rules adopted under RSA 541-A by the state board of education and the department of health and human services.

Reporting of Serious Bodily Injury

If an incident of restraint or seclusion results in serious injury or death the Superintendent shall, in addition to the notice set forth above, also notify the commissioner of the department of education, the attorney general, and the state's federally-designated protection and advocacy agency for individuals with disabilities. Such notice shall include the written notification required for the parents under RSA 126-U:7(II) and ED1202.02.

Intentional Physical Contact

Whenever a school employee or contractor has intentional physical contact with a student which is in response to a student's aggression, misconduct, or disruptive behavior, the school principal or his/her designee shall make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. Notification shall be made in a manner calculated to give the parent/guardian actual notice of the incident at the earliest

JKAA – Use of Restraint, Seclusion, and Physical Contact

practicable time. The administration of the District shall develop a form for providing the required written notice to parents, and the content of the notice shall comply with RSA 126-U:7(V) and District policy/procedures.

Other Physical Contact

The following physical contact need not be reported as intentional physical contact:

- (a) When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. However, if the

child is actively combative, assaultive, or self-injurious while being escorted, the event shall be reported as intentional physical contact;
- (b) When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
- (c) When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to reporting as intentional physical contact.

An incident reported as physical restraint or seclusion need not be reported as intentional physical contact.

Procedures and Forms

The Superintendent and/or his/her designee shall develop written procedures and forms regarding implementation of this policy. The procedures shall be consistent with this policy and all applicable laws and regulations.

IEP Team Review of Record

Upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

A parent or guardian of a child with a disability may request such a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusion since the last review.

JKAA – Use of Restraint, Seclusion, and Physical Contact

Internal Duty to Report and Complaints

Notice is given in accord with State Department of Education regulations, and RSA 126-U, that the District's employees have a duty to report to the school administration any violation of RSA 126-U ("Limiting the Use of Child Restraint in Schools and Treatment Facilities") when that employee has reason to believe that the action of another constitutes a violation of RSA 126-U and rises to the level of misconduct or suspected misconduct pursuant to ED 510. The District expressly prohibits any form of harassment or retaliation for the making of such a report in good faith. Any person may make a complaint of a violation of RSA 126-U to the school principal. Schools shall document receipt of any such complaint, including any complaint they determine does not meet the criteria for a violation of RSA 126-U. The documentation shall include the evidence the principal relied upon, and it shall be forwarded to, and maintained by the District's administration. The District's administration, may, at its election, review the building level disposition of the complaint to ensure compliance with RSA 126-U, the state regulations, and this policy.

Legal References:

*RSA 627:6, II Physical Force By Persons With Special Responsibilities Ed
1113.04-1113.05*

*RSA 126-U Limiting the Use of Child Restraint Practices in Schools and Treatment
Facilities Revised 10-4-10
ED1200 Restraint and Seclusion for Children*

Catetory: *Priority/Required by Law*

~~1st Read: October 7, 2014~~

~~2nd Read: October 7, 2014~~

~~Adopted: October 7, 2014~~

1st Read:

2nd Read:

Adopted:

JLD - SCHOOL GUIDANCE AND COUNSELING PROGRAM

(Download policy)

Category: Recommended

The School Board is committed to ensuring a high quality school guidance program that is comprehensive, developmentally appropriate, fosters academic achievement, and personal growth, which is provided to all District students in an equitable manner.

The program will include the following:

- Distribution of information and support to students and families about academic programming, community supports, and other relevant information.
- Conformance with national standards, including "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association ("ASCA") in 2012.
- Prevention, intervention, and crisis response services.
- Promotion of personal, interpersonal, health, academic, and career development for all students through classroom programs and other services.
- A summary report of student performance in achievement, attendance, and behavior shall be provided to the board at least once a year, addressing the effectiveness of the school counseling program.
- All provisions of NH Administrative Rules, Section Ed 306, Minimum Standards for Public School Approval.

It is the policy of this Board that, at all grade levels, school counselors collaborate with parents, students, staff, and community to remove barriers to learning and provide opportunities and supports to empower students to embrace their full potential and achieve their academic and personal aspirations. The guidance counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career planning.

The Superintendent shall develop and have on file a comprehensive K-12 School counseling program implementation plan consistent with this policy and kept current biennially.

Legal References:

Ed 306.39, Guidance Program

Revised: April 2017

Revised: May 2014

Revised: May 2008

NHSBA Note, April 2017: This policy was updated to reference current standards and regulatory requirements.

NHSBA Note, May 2014: This policy is no longer categorized as Priority/Required by Law. It is now categorized as Recommended. Changes are to Legal References.

JLD – School Guidance Programs And Services

The School District is committed to ensuring a high quality school guidance program for all students that is comprehensive, developmentally appropriate, fosters academic achievement and personal growth.

The guidance program will:

- Distribute information and support to students and families about academic programming, community supports, and other relevant information.
- Conform to national standards.
- Provide prevention, intervention, and crisis response services.
- Promote personal, interpersonal, health, academic, and career development for all students through classroom programs and other services.
- Conform to provisions of NH Administrative Rules, Part Ed. 306, Minimum Standards for Public School Approval.

At all grade levels, school counselors should collaborate with parents, students, staff, and community to remove barriers to learning and provide opportunities and supports to empower students to reach their full potential and achieve their academic and personal aspirations. The guidance counselor is responsible for developing an age appropriate program or plan that promotes student success in academic performance, social awareness, and career planning.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.13, Guidance Plan

NH Code of Administrative Rules, Section Ed. 306.15(b), Provision of Staff

NH Code of Administrative Rules, Section Ed. 306.39, Guidance Program

Category: P

1st Read: July 19, 2011

2nd Read: August 16, 2011

Adopted: August 16, 2011

JLIF - RECEIPT AND USE OF SEX OFFENDER REGISTRY INFORMATION

(Download policy)

Category O

See also EEA, GBCD, IHAM, IHAMB, and JLIA

The Board recognizes that sex offenders pose a threat and danger to student safety. Therefore, it is the policy of the Board to obtain notification of registered sex offenders residing near school grounds or buildings, and to use such information as defined below to maximize student protection.

The Board directs the Superintendent to work with the state and local police to obtain this information on an ongoing basis, to develop regulations for dissemination of this information, and to establish procedures in compliance with this policy.

Such procedures should define steps for the identification and remedy of potential student contact with registered sex offenders, including but not limited to the following types of situations: the sighting of a sex offender, volunteer or student-teacher background checks, district use of outside contractors, and dealing with employees, job applicants, parents or students who are registered sex offenders.

Requests for Registry Information

The Board recognizes that, under RSA 651-B:7, it is the responsibility of local law enforcement to notify the community of potential public danger. Therefore, the school district will not disseminate sex offender registry information to parents.

Anyone requesting registry information from the school district will be referred to local law enforcement authorities or the State of New Hampshire's Registered Sex Offender Registry website: <http://www.egov.nh.gov/nsor>.

Use of Sex Offender Registry Information

Registry information will be used for the administration of law enforcement, screening current or prospective school district employees or volunteers, and for the protection of the district's students and employees.

After receiving notification that a registered sex offender is residing near school buildings or grounds, the Superintendent will notify the offender in writing that he/she may not enter the school grounds or building without the written consent of the Superintendent, except to attend public, open meetings under the Right to Know Law, RSA 91-A.

Sex offender registry information may be provided to employees who are likely to observe unauthorized persons on or near school property. When registry information is disseminated to staff, it will include a notice that such information should not be shared with others and may only be used for the purposes discussed below. Employees who share registry information with others without authorization may be disciplined. If a school employee has reason to believe that a registered sex offender is on school premises, the employee will immediately contact either the building Principal or local law enforcement agency.

Precautions to Protect Students

At the discretion of the Superintendent, alternative arrangements may be made for bus and walking routes to and from school, recess and physical education periods, or any other activity in order to protect district students.

Education

The Superintendent will ensure that the K-8 health curriculum addresses student awareness and protection from abuse, abduction and exploitation, including child abuse as established in the definition of "abused child" under RSA 169-C:3, II.

The board encourages the Superintendent to work closely with local law enforcement officials to increase awareness among the entire community about the danger of sexual predators to children.

Legal References:

RSA 169-C, Child Protection Act

RSA 169-C:29, Persons Required to Report

RSA 189:10, Studies

RSA 651-B:7, Registration of Criminal Offenders

Appendix: JLIF-R

Revised: May 2017

Revised: February 2008

Revised: November 2006

New Policy: March 2006

NHSBA, Note: This policy is revised to reflect enactment of SB460, amending RSA 189:10, effective July 4, 2016.

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. The Superintendent may provide written comments to the Board for evaluation of his/her 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

Category R

See also CBI

1st Read: January 7, 2014

2nd Read: February 4, 2014

Adopted: February 4, 2014

CB – 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).
4. Maintain an 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.

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*

Category: R

1st Read: September 17, 2013

2nd Read: October 1, 2013

Adopted: October 1, 2013

Evaluation of the Superintendent Procedures

The Vice-Chair of the School Board is responsible for the 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.