

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Rd.  
Peterborough, New Hampshire**

**CONTOOCCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, September 4, 2018**

**SAU Office**

**7:00 p.m.**

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
  - a. August 21, 2018** (pg. 1-5)
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
  - a. Personnel**
    - Co-Curricular Stipends (pg. 6-7)
  - b. Job Description: Teacher of the Deaf and Hard of Hearing (2<sup>nd</sup> Read Approval)** (pg. 8-10)
- 6. Superintendent's Report and Presentation of Business**
  - a. Monthly Events Calendar** (pg. 11-12)
  - b. September 1, 2018 Enrollment Update**
  - c. Opening Day of School Update**
- 7. Reports**
  - a. Teacher Representative** – Asher MacLeod
  - b. Selectmen's Advisory Committee** – John Jordan
  - c. Budget & Property Committee** – Jim Fredrickson
    - 1) Budget Guidance
  - d. Communication Committee** – Niki McGettigan
- 8. Old Business**
  - a. Model Implementation Plan**
- 9. New Business**
  - a. 1<sup>st</sup> Read Policy**
    - JFABD: Admission of Homeless Students (pg. 13-14)
    - JICI: Dangerous Weapons on School Property (pg. 15-16)
  - b. Policy –R Discussion**
    - CB-R: Duties of the Superintendent (pg. 17-19)
  - c. Communication Planning**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. Student**
- 13. Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. Personnel**
- 14. Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. Legal**
- 15. Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. Negotiations**

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Rd.  
Peterborough, New Hampshire**

**CONTOOCCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, August 21, 2018**

**SAU Office**

**7:00 p.m.**

**Minutes**

**BOARD**

Rich Cahoon, Richard Dunning,  
Bernd Foecking, Janine Lesser,  
Niki McGettigan, Linda Quintanilha,  
Kristen Reilly, Pierce Rigrod,  
Crista Salmay, Myron Steere,  
Jerome Wilson

Asher MacLeod, CVEA

**ADMINISTRATION**

Kimberly Saunders, Supt.  
Dr. Ann Forrest, Asst. Supt.  
Tim Markley, H.R.  
Cari Christian-Coates, Student Serv.  
Ben Moenter, Special Education  
Stephanie Syre-Hager, AES  
Jim Elder, GBS  
Nicole Pease, DCS  
Kat Foecking, FES  
Anne O'Bryant, SMS  
Larry Pimental, PES  
Kathie Morrocco, Pierce

Colleen Roy, GES  
Amy Janoch, HES  
Gib West, CVHS  
Michelle Voto, CVHS  
Jen Kiley, ATC  
Kim Chandler, Coun.  
Steve Bartsch, CVHS  
John Reitnauer, CVHS  
Michael Lucow, CVHS  
Tim Conway, SMS  
Fabi Woods, TES

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

**Myron Steere called the meeting to order at 7:00 p.m. The Pledge of Allegiance was recited.**

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

**a. July 28, 2018**

**Dick Dunning moved to approve the minutes of July 28, 2018. Rich Cahoon second. Pierce Rigrod moved to amend the minutes of July 28<sup>th</sup>, page 4, second paragraph to reflect "conversation". Kristen Reilly second as amended. Niki McGettigan abstained. All others in favor. Motion carried.**

**b. August 7, 2018**

**Rich Cahoon moved to accept the minutes of August 7, 2018. Dick Dunning second. Janine Lesser, Bernd Foecking abstained. All others in favor. Unanimous.**

**3. Points of Pride**

Kimberly Saunders reported that summer professional development opportunities are wrapping up including ALICE training. We are ramping up for the start of school for staff and students.

**4. Public Comment**

None.

**5. Consent Agenda**

**a. Personnel**

Four nominations:

Erik Anderson, CVES Physical Ed./Health Teacher - \$49,268

Scott Britton, CVES Physical Ed./Health Teacher - \$36,557

Tina Raczek, GBS Health Teacher - \$49,932

Lance Levesque, CVHS Photography Teacher - \$57,727

**Rich Cahoon moved to approve the nominations as read. Dick Dunning second. Unanimous.**

Co-Curricular Stipend notifications were shared as informational (see attached).

**b. Job Description: Teacher of the Deaf and Hard of Hearing (2<sup>nd</sup> Read)**

Passed over.

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

### **a. Monthly Events Calendar**

One meeting was added to the School Board/Subcommittee meeting calendar: Selectmen's Advisory Committee will meet on Thursday, September 27<sup>th</sup> at 7:00 p.m. at the SAU Office.

Kimberly Saunders referenced a letter from the SAC and School Board with regard to educational funding. She asked the board to read the letter and consider signing it (see attached).

### **b. Model Update**

Kimberly Saunders reported that administration has brought a compromised model to the board for consideration.

They were tasked to develop a compromise between the two former models previously developed.

This proposal is in two phases.

Phase I - This model looks to establish pre-K to grade 2 campuses at BES, FES, DCS, and GES. TES and HES would be closed. 4<sup>th</sup> grade would remain at the middle schools. Grade 3-4 campuses at AES and PES would result. Continue grades 5-8 campuses at SMS and GBS. Continue grades 9-12 at CVHS.

Phase II – moves grade 5 back to elementary and closes GBS.

"Gets" for the students – more equity as a result of fewer moving parts and access to resources more readily available. Learning progressions (time becomes the variable), increased social opportunities, inclusion, stable class sizes, early childhood opportunities for all, and the extension of opportunities for all middle school students is proposed.

"Gets" for the Families/Community – moves toward "We Are ConVal", focus on developmental levels of students and accelerates movement toward learning progressions, early childhood opportunities for all, equity; particularly at the elementary/middle school level, supports inclusion, stabilizes class sizes, and provides opportunity for all middle school students to access high school resources.

"Gets" for the Faculty – focus on developmental levels of students and accelerates movement toward learning progressions. Increased opportunity for – Professional Learning Communities, co-planning and co-teaching, and planning across grade levels. In addition, stable class sizes and stable staffing assignments will be possible.

Discussion ensued. If we are going to talk about consolidation, the best model should be presented.

Before and after school care would be above and beyond what we could offer financially; cost would be the parent's responsibility.

How were the schools proposed for closure selected? Balancing what would be best for children and what would be politically expedient took place. The schools that were more geographically available remained.

School funding is a problem and declining enrollment is a problem. We have to think about what makes the most sense for our organization and what model provides the best education to our students.

Dick Dunning spoke about limiting the number of transitions for students. Is the new model politically correct and acceptable for students?

Kimberly Saunders said that we offered a consolidation model that was in the best interest for children. A compromise was asked. This is the result of that request. The Board has to make a decision about what they believe maintains what is in the best interest for students and could be passed. Kimberly said that what is best for kids is the consolidation of schools.

Linda Quintanilha asked what is best for kids; the way we are today or one of these models. Kimberly said that consolidating is in the best interest for kids.

Dick Dunning said that the Board needs to take a stand and say what is best for kids.

Gib West said that this conversation has been going on for a long time. We know that the better our teachers are, the more learning takes place in the classroom. If we keep moving teachers around, it leaves uncertainty. Asking questions at exit interviews about why we are losing staff is critical. Those answers will be informative.

Rich Cahoon said that the Board mandated the administration to develop models. Between Plan A and the current Model is being asked. If we put something that can't be passed on the table, we are essentially choosing the current model.

Why is the two stage model preferable? It didn't fit the description of being a compromise.

Bernd Foecking spoke about the need to put the best model for students forward.

Putting the consolidation model forward over the model shared tonight was suggested if it is the best model.

**Dick Dunning moved forward with the consolidation model that recommends two (2) primary schools PK-3; with a north campus and south campus at GBS and PES. One (1) upper Elementary School grades 4-6, and One (1) secondary school grades 7-12 at CVHS.**

**Jerome Wilson second.**

What is better about the three school model over the four school model? Bernd Foecking thought the model presented today was cleaner.

Instead of closing an elementary school in one town, more would be closed.

Buildings would need renovation.

**Dick Dunning withdrew his motion. Jerry Wilson withdrew his second.**

Kimberly Saunders said that she needs to know at the next School Board meeting which model is the preferred.

**Dick Dunning moved for administration to come back to the board with a recommendation and consolidation for three schools; two primary and one secondary 7-12 at CVHS. Cost and locations to make that happen would need determination.**

Linda Quintanilha asked if there was a rush to get this on this year's warrant. Myron Steere said that this would delay what was promised to the public. Pierce Rigrod said that the Board committed to a warrant publically on the 2019 vote. Pierce suggested taking the two weeks (between tonight's meeting and the next School Board meeting) to develop questions and consider the proposal.

Kimberly Saunders reiterated that she needs to know which model will be brought forward by the next board meeting.

Rich Cahoon said that the initial consolidation was presented as educationally optimal. The model presented tonight is new and requires renovations at some level and it's hard. It would have to be better and enough to justify the money.

Dick Dunning said that if we go to the three school model; there is a cost savings. Does it offset renovation cost? The sooner we decide the better. The fewer transitions for students the better.

Bernd Foecking said that the argument for renovation is only valid if we were talking about a new building. Once a model is selected, a phase approach or other approach would develop.

Kimberly said that 66% vote is needed for change. 60% vote is needed to bond.

Which is better the initial model or the model proposed today?

Dick Dunning said that the board needs to support one or the other. We cannot continue to kick this down the road. We need to let the community decide.

The dilemma was that renovation cost information is near impossible to obtain in two weeks.

Bernd Foecking said that it appears that the board can support one of the two consolidation models. Communication can get underway as the plan develops more about which model.

**Dick Dunning withdrew his motion.**

**Rich Cahoon moved that the board move the original consolidation model forward to the ballot. Direct administration to develop an implementation plan for the four school consolidation plan. Bernd Foecking second. (Dick Dunning moved forward with the consolidation model that recommends two (2) primary schools PK-3; a north campus and south campus at GBS and PES. One (1) upper Elementary School grades 4-6, and One (1) secondary school grades 7-12 at CVHS.)**

Rich Cahoon said that his motion is to advance it to the ballot and not necessarily support it. The board should continue to debate it.

Kristen Reilly asked about grades 7 and 8 at the high school.

Kimberly Saunders said that there are multiple models for this across NH. The philosophy is that 7 and 8 would have more opportunities. Some of the highest performing districts in the state have 7-12 together.

A 15 minute recess was called at 8:30 p.m.

The meeting reconvened at 8:45 p.m.

Kimberly Saunders reported that the administration recognizes that they work at the direction of the School Board. The hours and time that have been put into modeling needs to come to fruition. By September 4<sup>th</sup>, the Board needs to bring forward the model they would like to work on.

Kimberly Saunders said that an implementation plan will be developed. It will consume six (6) solid weeks of work. It will come to the board and the board may or may not support that work. Who would stand up to support that article? Rich said that he recognizes that this would be awkward but cited asking Niki going to Temple to support the closing of TES in her town.

Kimberly Saunders suggested putting off Goal 3 for one year.

Dick Dunning said that the board needs to make a decision. Either we support this direction or we don't.

It is a question of the ethical obligation of the board. Letting the voters decide is important but it might not be reasonable to expect board members to campaign on behalf of this if it negatively impacts their town.

Linda Quintanilha asked after the March vote that this be put in the back for a period of five years if voted down. Pierce Rigrod confirmed that a no vote would imply that voters are fine with the current model.

Bernd Foecking said that we can support moving it on the ballot. After the implementation is known, the board can vote to support or not support the article.

**In favor: Bernd Foecking, Kristen Reilly, Jerome Wilson, Dick Dunning, Janine Lesser, Pierce Rigrod, Linda Quintanilha, and Rich Cahoon.**

**Opposed: Niki McGettigan and Crista Salamy**

**Motion carried.**

Dick Dunning asked if the board will eventually vote to support or not support the article.

Rich said that we are currently voting to put it on the ballot. A vote will be taken later to identify which board members are in support or not of the article.

## **7. Reports**

### **a. Teacher Representative – Asher MacLeod**

Asher reported out on activity in the district. He invited board members to visit schools.

### **b. Strategic Plan Committee – Jim Fredrickson**

Passed over.

### **c. ATC Committee – Stephan Morrissey**

Passed over.

### **d. Education Committee – Crista Salamy**

Crista Salamy reported that the year was mapped out going forward for Education Committee agenda items. Policy IIB – Class Size was discussed and will go back to Policy Committee.

## **8. Old Business**

### **a. 2<sup>nd</sup> Read Policy (Board Vote Required)**

- AFB: Evaluation of the Superintendent and Goal Setting
- IHAMA: Teaching About Alcohol, Drugs, and Tobacco
- IIB: Class Size

**Rich Cahoon moved to accept all three policies. Dick Dunning second. Unanimous.**

### **b. Food Service Deficit Update**

Kimberly Saunders reported meeting with Café Services. There is a discrepancy – food service has to submit a budget to the district. In the budget, they must provide an estimated deficit. As part of the contract, they reduce their management fee to cover any loss that is in excess of the estimated deficit. In FY 17, the deficit was \$75,275.00. Actual was a difference of approximately \$300. For FY 18, there is a discrepancy with what the food service provider says the discrepancy is and our auditors. The difference is \$13K. Food Service will send all of their documentation for our Business Administrator to review to determine the differences in the numbers. The fact remains is that we have a deficit that we have to resolve.

Pierce Rigrod asked if we can withhold the management fee paid monthly.

Kimberly reported that we pay out each month. Our total expenses were \$981,787.00 last year. We make 10 monthly payments. When it comes to the last payment, we would short the payment the deficit amount. She will look more closely at the payments made.

Discussion took place about putting out an RFP for the next school year. Kimberly said that it might be difficult to get bids given the vote just taken about a consolidation model.

Kimberly said that she is not aware of districts who are running their food service at a profit; they are all at a loss. Discussion took place about potential obstacles and possible miscalculations. Another option is to look at self-funding free and reduced lunch for the high school and pulling the high school out of the national school lunch program. Different types of foods could be served. Kimberly will investigate with other districts.

**9. New Business**

**a. Expenditure Report**

Kimberly reported on the expenditure report

**10. Public Comment**

None.

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

Kimberly certified that manifests listed totaling \$237,286.10 and Payroll 4 totaling \$262,813.35 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.

**Dick Dunning moved to approve the manifests. Rich Cahoon second. Unanimous.**

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

**a. Personnel**

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

**a. Negotiations**

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

**a. Legal**

**Rich Cahoon moved to enter non-public session in accordance with RSA 91-A:3,II for both student and legal matters at 9:28 p.m.**

**Dick Dunning moved to exit non-public session at 9:31 p.m. Jerome Wilson second. Unanimous.**

**Rich Cahoon moved to seal the non-public minutes for legal for a period of two (2) years and to seal the minutes for student matter in perpetuity. Second. Unanimous.**

**Linda Quintanilha motioned to adjourn at 9:32 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

**CONTOOCOOK VALLEY SCHOOL DISTRICT**

**September 4, 2018**

**Personnel Agenda**

**Co-Curricular Stipends  
See Attached**

<b>First</b>	<b>Last</b>	<b>DAC</b>	<b>Position</b>	<b>Amount</b>	<b>FTE</b>
<b>Athletic</b>					
Julie	Anderson	SMS	Special Olympics - Winter	\$1,030.00	1
Julie	Anderson	SMS	Special Olympics - Spring	\$1,030.00	1
Cassie	Anderson	GBS	Hockey Field	\$2,051.76	1
Scott	Baldwin	GBS	Soccer - Boys	\$2,051.76	1
Mark	Bemont	SMS	Basketball - Girls A	\$2,051.76	1
Scott	Buffum	SMS	Basketball - Boys A	\$2,051.76	1
James	Clough	SMS	Soccer - Boys B Team	\$1,709.80	1
Griffen	Fletcher	SMS	Cross Country	\$2,051.76	1
Jen	Greenough	SMS	Special Olympics - Winter	\$1,030.00	1
Jen	Greenough	SMS	Special Olympics - Spring	\$1,030.00	1
Tim	Iwanowicz	SMS	Cross Country	\$2,051.76	1
Cheryl	Jessie	GBS	Cross Country	\$1,709.80	1
Tod	Silegy	SMS	Soccer - Boys A Team	\$2,051.76	1
Tod	Silegy	SMS	Softball	\$2,051.76	1
<b>Non-Athletic</b>					
Paul	Bolduc	GBS	Graduation Coordinator	\$166.40	0.33
Cythia	Davis	CVHS	Interact	\$812.15	0.5
Katie	Doherty	GBS	Graduation Coordinator	\$166.40	0.33
Katie	Doherty	GBS	Yearbook	\$637.76	0.5
JoAnn	Fletcher	CVHS	Interact	\$812.15	0.5
Griffen	Fletcher	CVHS	Math Team	\$1,624.31	1
Griffen	Fletcher	CVHS	Ocean Bowl	\$1,966.27	1
Betsy	Hinkle	CVHS	ADP Online Facilitator/Data Manager Sem 1	\$900.00	0.5
Betsy	Hinkle	CVHS	ADP Online Facilitator/Data Manager Sem 2	\$900.00	0.5
Ellen	Kidd	GBS	Graduation Coordinator	\$166.40	0.33
Eric	Kostecki	CVHS	ADP Director 1st Semester	\$1,900.00	0.5
Eric	Kostecki	CVHS	ADP Director 2nd Semester	\$1,900.00	0.5
Siobhan	Leclerc	GBS	Yearbook	\$637.76	0.5
Brandi	Litts	CVHS	Equestrian	\$2,564.70	1
Krystal	Morin	CVHS	Class Advisor - Junior	\$1,966.27	1
Sara	Russell	SMS	Art Club	\$666.82	1
Paul	Simpson	SMS	Volleyball	\$1,030.00	1
<b>Supplemental</b>					
Lois	Essex	CVHS	Detention	\$25/hr	1

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

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**POSITION TITLE:** Teacher of the Deaf and Hard of Hearing

**SUPERVISOR:** Director of Special Education

**QUALIFICATIONS:**

- At least 3 years' experience working with deaf and hard-of-hearing students in an educational setting with background in oral education/Listening and Spoken Language and total communication with sign language proficiency highly preferred.
- New Hampshire Department of Education Teacher of the Deaf/HH certification.
- Master's Degree in Special Education preferred.
- Experience working in an inclusionary educational setting is highly preferred.

**SUMMARY:**

The Teachers of the Deaf/HH will serve and support students who require educational services due to a hearing loss. The Teacher of the Deaf/HH will address the educational, communication, and social/emotional needs of the student and provides guidance to the student's family and school personnel. The Teacher of the Deaf/HH will provide direct service to students, and will effectively consult with a variety of staff and teams to identify students with hearing loss and to address individual student needs.

**DUTIES AND RESPONSIBILITIES:**

- Complete initial and ongoing evaluations to assess academic and behavioral progress using specific assessments for deaf and hard-of-hearing students
- Analyze and interpret a variety of data from various sources: Assessment data, classroom observations, work samples, and interview data for the purpose of making recommendations and/or providing interventions appropriate for a student with hearing loss.
- Develop appropriate Individual Education Plans and 504 Plans for deaf and hard-of-hearing students, PreK through high school levels
- Design and implement instructional lessons appropriate to the student's needs
- Use and maintain appropriate technologies and amplification devices to effectively support students
- Adjust the type of communication used in the classroom to meet the needs of the students with hearing loss
- Work cooperatively and collaboratively in an effective manner with parents, staff and students

1<sup>st</sup> Read: 7/17/2018  
Approved:

- Apply current instructional methodologies used in the education of children with hearing loss
- Educate staff in the unique needs of deaf and hard-of-hearing students in the mainstream setting
- Provide appropriate supervision to ensure student safety
- Prepare and maintain a variety of documents (screenings/assessments, educational plans, progress records, special education forms, activity logs, correspondence and other forms of documentation) for the purpose of documenting activities, providing written reference and/or conveying information
- Participates in staff meetings, workshops, and other professional development experiences for the purpose of staying current in the field of deaf education
- Perform other job related duties as assigned by an administrator as they relate to the efficient functioning of the school(s) and the school district

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:**

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

1<sup>st</sup> Read: 7/17/2018

Approved:

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
- The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The conditions the worker will be subject to in this position.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1<sup>st</sup> Read: 7/17/2018  
Approved:



# October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b>	<b>2</b> Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	<b>3</b>	<b>4</b> Strategic Plan Committee @ 6:00 p.m. @ SAU ATC Committee Mtg. @ 7:00 p.m. @ SAU	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b> Education Committee @ 5:30 p.m. @ SAU	<b>16</b> Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b> Budget & Property Committee Mtg. @ 5:30 p.m. @ SAU Communications Committee Mtg. @ 7:00 p.m. @ SAU	<b>24</b>	<b>25</b> Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			

## JFABD – Admission Of Homeless Students

To the extent practical and as required by law, the District will work with the homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship; or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;\*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

~~Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:~~

- ~~1. Sharing the housing of other persons due to loss of housing or economic hardship;~~
- ~~2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;~~
- ~~3. Living in emergency or transitional shelters;~~
- ~~4. Are abandoned in hospitals;~~
- ~~5. Awaiting foster care placement;~~
- ~~6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;~~
- ~~7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;~~
- ~~8. Are migratory children living in conditions described in previous examples.~~

## JFABD – Admission Of Homeless Students

### Liaison:

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

### Enrollment:

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.

### Legal References:

***NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students***

***RSA 193:12, Legal Residence Required***

*No Child Left Behind Act, 2002*

*McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.*

### **Category: P**

1st Read: ~~January 20, 2015~~ September 4, 2018

2nd Read: May 5, 2015

Adoption: May 5, 2015

## JICI – Dangerous Weapons On School Property

~~The Board finds as a matter of local policy that it is in the best interest of the District and its students to regulate the possession of weapons, including firearms, on school property. In addition to other policies governing access to school property, the invitation to enter school property is conditioned upon compliance with this policy. The Board finds that the presence of weapons on campus by other than law enforcement, when school is in session, creates a substantial risk of student distraction, disrupts the ability of the District to assure students that they are in a safe learning environment, and creates a substantial risk of inaccurate threat reporting which can result in the misuse of municipal resources. Failure to comply with this policy pertaining to access to school property shall be deemed a trespass.~~

~~This Policy applies to visitors, school employees, and students, and all other persons. Weapons are not permitted in school buildings, on school property, in school busses or vehicles used to transport students, at school-sponsored activities, or in a Safe School Zone as defined in RSA 193-D at any time without the advanced written authorization of the Superintendent of Schools or designee. No person(s) employee or student shall possess, bring, or conceal, or aid, abet, or otherwise assist another person(s) in possessing, bringing, or concealing, any weapon on school property, in school buildings, in school busses or vehicles used to transport students, at school-sponsored activities, or in a Safe School Zone as defined in RSA 193-D.~~

~~The term “weapon” includes, but is not limited to, firearms (rifles, pistols, revolvers, guns of any form, pellet guns, air rifles, BB guns, etcetera) including any device from which a shot or projectile of any nature can be fired, explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), crossbows, slingshots, electronic defense or aerosol self-defense weapons (as defined by RSA 159:20), knives, pocket knives, swords, machetes, dirks, daggers, stilettos, switchblades, or any other device, instrument, material or substance which is used or threatened to be used in a manner likely to produce, or which is reasonably known to be capable of producing, death or bodily injury. Replicas (look-a-likes) of weapons may be treated as weapons within this Policy if they are used to frighten, harass, intimidate, or otherwise harm any person.~~

~~Additionally, this list is not intended to be exhaustive or all-inclusive. The principal may determine that any instrument, object or substance is a “weapon” within the intent of this Policy, if the principal believes that such instrument, object or substance was used or was intended to be used to inflict bodily harm on any person.~~

~~Student v- Violations of the policy will result in both school-disciplinary action and notification of to the police. Disciplinary action may include suspension, and subsequent expulsion, or in the case of an employee, termination.~~

~~Additionally, any student who is determined to have brought a firearm (as defined by Title 18 U.S.C. 921) to school will be expelled for not less than one year (365 days). The determination of whether to modify the expulsion shall be left to the discretion of the Superintendent upon review of the specific case in accordance with other applicable law.~~

~~Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.~~

## JICI – Dangerous Weapons On School Property

~~Law enforcement personnel acting in their official capacity are exempt from this policy, as is the possession of a firearm in a school zone by an individual other than a student or employee, if it meets the exceptions set forth 18 U.S.C. 922(q)(2)(B). In accord with 18 U.S.C. 922(q)(2)(B), individuals (other than pupils) may possess a firearm on school property if the firearm is not loaded and is in a locked container or in a locked firearms rack on a motor vehicle.~~

~~Members of the public who violate this policy may be reported to local law enforcement authorities as trespassers and in accord with the Safe School Zones Act, RSA 193-D. See also Policy KFA.~~

The Superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults staff or students, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

When school is not in session, and school property is being used for a municipal event, such as voting, the municipal entity responsible for conducting the event shall determine whether otherwise lawful weapons will be permitted at that event.

The Superintendent shall ensure that all students will receive written notice of this policy at least once each year and will determine the method of notifying students (student handbook, mailing, etc.). The Superintendent will determine the method of notifying employees and the general public of this policy.

### **Legal References:**

*18 U.S.C. § 921, Et seq., Firearms*  
*20 U.S.C. § 7151, Gun-Free Schools Act*  
*RSA 193-D, Safe School Zones*  
*RSA 193:13, Suspension and Expulsion of Students*  
*NH Code of Administrative Rules, Section Ed. 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process*

**Category: P - Required**

**See KFA**

~~1st Read: February 15, 2011 September 4, 2018~~

~~2nd Read: May 3, 2011~~

~~Adoption: May 3, 2011~~

**DUTIES OF THE SUPERINTENDENT**

**PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENTS**

**Ed 302.01 Executive Officer .**

- (a) The superintendent shall:
  - (1) Serve as the executive officer of the local school district or districts within the school administrative unit ( SAU );
  - (2) Be responsible for the overall administrative and leadership services of the SAU; and
  - (3) Perform the duties specified in the section.
- (b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts
- (c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent. Such local district services shall include but are not limited to the following areas:
  - (1) Personnel;
  - (2) Finance;
  - (3) Communication/community relations;
  - (4) Student service;
  - (5) Maintenance/capital improvement;
  - (6) Curriculum;
  - (7) Instruction;
  - (8) Assessment;
  - (9) Short and long range planning;
  - (10) Governance for student achievement;
  - (11) Policy research;
  - (12) Implementation, and review; and
  - (13) Overall leadership on educational issues.
- (d) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

- (e) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.
- (f) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.
- (g) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

Ed 302.02 Substantive Duties . The superintendent shall in addition to those duties outlined in Ed 302.01:

- (a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;
- (b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- (c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;
- (d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;
- (e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;
- (f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;
- (g) Remove a teacher or other employee of the district in accordance with RSA 189:31;
- (h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;
- (i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;
- (j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

- (k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;
- (l) Direct pupils to assigned classes and grades, consistent with local school board policies;
- (m) Maintain a safe environment for pupils free of hazardous conditions;
- (n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;
- (o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;
- (p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan;
- (q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and
- (r) Be responsible for the implementation and review of school district policies.

*See Policy CB*