

# OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road  
Peterborough, New Hampshire

## CONTOOCOOK VALLEY SCHOOL BOARD

### School Board Meeting

Tuesday, November 6, 2018

7:00 p.m.  
SAU Office

### AGENDA

1. **Call to Order and Pledge of Allegiance**
2. **Accept School Board Meeting Minutes (Board Vote Required)**
  - a. **October 16, 2018** (pg. 1-4)
3. **Points of Pride**
4. **Public Comment**
5. **Consent Agenda**
  - a. **Personnel** (pg.5-6)
    - Nominations 2018
    - Retirements June 2020
    - Co-Curricular Stipends
  - b. **November 1, 2018 Enrollment Update** (pg. 7-8)
6. **Superintendent's Report and Presentation of Business**
  - a. **Monthly Events Calendar** (pg. 9-10)
  - b. **Acceptance of Gift(s) (Board Vote Required):** (pg. 11-12)
    - 1) Temple Elementary School requests authorization to accept a donation of \$500.00, donated by Toni Mahoney, for the purpose of supporting field trips.
    - 2) ConVal Regional High School requests authorization to accept the gift/donation of a Sartorius Analytical Balance from the Monadnock Community Hospital, valued at \$1,800.00 for the purpose of measuring precise quantities of chemicals (to 0.0001 grams) particularly for AP Chemistry Labs.
7. **Reports**
  - a. **Student Representative** – Molly Janoch/Marina McMahon
  - b. **Teacher Representative** – Asher MacLeod
  - c. **Budget & Property Committee** – Jim Fredrickson
  - d. **Communication Committee** – Niki McGettigan
  - e. **Food Service Committee** – Kristen Reilly
  - f. **Selectmen's Advisory Committee** – John Jordan
8. **Old Business**
  - a. **Budget 2019-2020**
  - b. **Funding Formula**
  - c. **2<sup>nd</sup> Read Policy Adoption (Board Vote Required)**
    - BBA: School Board Powers and Duties (pg. 13-14)
    - BEDB: Agenda Preparation and Dissemination (pg. 15)
9. **New Business**
  - a. **1<sup>st</sup> Read Policy**
    - JKAA: Use of Restraint, Seclusion, and Physical Contact (pg. 16-22)
  - b. **Crisis Counselor Position** (pg. 23-25)
  - c. **1:1 Paraprofessional Position** (pg. 26-27)
10. **Public Comment**
11. **Approval of Manifests (Board Vote Required)**
12. **Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. **Legal**
  - b. **Personnel**
  - c. **Negotiations**

### MISSION STATEMENT

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

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, October 16, 2018**

**7:00 p.m.  
SAU Office**

**Minutes**

**BOARD**

Rich Cahoon, Richard Dunning,  
Jim Fredrickson, Janine Lesser,  
Niki McGettigan, Stephan Morrissey,  
Linda Quintanilha, Kristen Reilly,  
Crista Salamy, Myron Steere,  
Jerome Wilson

Molly Janoch/Marina McMahon, Student Reps.  
Asher MacLeod, CVEA Rep.

**ADMINISTRATION**

Kimberly Saunders, Supt.  
Dr. Ann Forrest, Asst. Supt.  
Tim Markley, H.R.  
Ben Moenter, Special Ed.  
Cari Christian-Coates, Student Serv.  
Jim Elder, GBS  
Anne O'Bryant, SMS  
Larry Pimental, PES  
Nicole Pease, DCS  
Colleen Roy, GES  
Stephanie Syre-Hager, AES

**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. Accept School Board Meeting Minutes (Board Vote Required)**

**a. October 2, 2018**

Stephan Morrissey moved to accept the minutes of October 2, 2018. Dick Dunning second. Crista Salamy abstained. All others in favor. Motion carried.

**3. Points of Pride**

Kimberly Saunders shared various Points of Pride as reported to her by administrators.

**4. Public Comment**

None.

**5. Consent Agenda**

**a. Personnel**

**1) Retirements June 2020**

Tim Markley referenced three requests for retirement in June 2020; Dana Wood, Andy Bills, and Lise Lemieux.

Stephan Morrissey moved to accept the June 2020 retirements as shared. Dick Dunning second. Unanimous.

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

**a. Monthly Events Calendar**

A Budget Drill Down will take place on Tuesday, November 13<sup>th</sup> from 10-12 at the SAU.

The November meetings for Strategic Plan Committee and ATC Committee will take place on November 8<sup>th</sup> at 6:00 and 7:00 respectively were confirmed.

**7. Reports**

**a. Student Representative – Marina McMahon/Molly Janoch**

*MISSION STATEMENT*

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

Molly Janoch reported that Savannah Lee will be the Food Service Committee student representative. Marina McMahon said that discussion is underway on how to improve the school.

**b. Teacher Representative – Asher MacLeod**

Asher MacLeod reported that staff are participating in the Innovation Box project to take on an issue in their school.

**c. Strategic Plan Committee – Pierce Rigrod**

Passed over.

**d. Education Committee – Crista Salamy**

Crista Salamy reported that the middle school inquiry groups are looking at educational equities between GBS and SMS. Data is being collected about differences and similarities.

A presentation on SWIFT was shared. SWIFT's name may change for ConVal. Lastly, a subcommittee of the Education Committee will look at the "I" policies.

Dick Dunning said that the behavior/conduct matrix being worked on is impressive. Consistency for both schools is important.

**e. Communication Committee – Niki McGettigan**

Niki McGettigan reported that review of the website renewal and revisions took place at the recent meeting. Focus on uploading valuable information on the website is underway. Discussion about two meetings per month took place; the first is a regular meeting while the second will be a working meeting. Niki shared her appreciation for the communication of the great things happening in our schools; in particular through twitter. Discussion took place about the importance of having a communication person on staff; likely not feasible.

**f. Building Committee – Jim Fredrickson**

Jim Fredrickson reported on several expenditures for items not previously thought of. The School Safety and Mgmt. Bureau has suggested that an application for improving security to the tune of \$110K to install security cameras in the elementary schools be applied for. The money, if awarded, would have to be spent no later than early next year.

**Jim Fredrickson moved to submit the application. Stephan Morrissey second.** Dick Dunning clarified that we expend up front and we get reimbursed. Confirmed. A line transfer may be necessary. Reimbursement comes within the same budget year.

**Unanimous.**

**8. Old Business**

**a. Board Budget Discussion**

Kimberly Saunders reported that discussion is underway about what the budget presentation will look like on November 3<sup>rd</sup>. If the board has direction, it is needed ASAP.

**b. Funding Formula Discussion**

Kimberly Saunders distributed information about proposed model suggestions for potential funding formulas (see attached).

Kimberly said that initially, the concern identified as a school board to look at models was around equity of services for students. It has shifted to financial.

Janine Lesser asked about the Fall Mountain funding formula. She said that Marian completed an analysis that concluded that the current model is the fairest. Is it possible to look at a different way of funding?

The minimum ADM (average daily membership) concept would charge towns on what a school should look like. For example if 70 students in a building is optimum, towns would be charged for 70 students even if that had fewer. It is the same map. In terms of a change to the Articles of Agreement it is simpler. A shift to greater EV (equalized valuation) affects the town of Sharon in particular and they do not have a school in their town. Towns that have the highest EV have the lowest student counts; not always the case. To assure the smaller schools pay their share, moving toward a minimum is appealing. The math needs to be well defined.

What the financially reasonable census in a school would be needs definition.

A rolling average was considered as a suggestion rather than year to year data. What would that look like?

What is the board's expectation on savings to the taxpayers and addressing the inequities that may or may not exist? For example, if a town is paying for 70 students do they get more services i.e. a full time librarian?

A change to the Articles of Agreement requires 2/3's vote to pass.

What are the next steps and what is required of the board? A reasonable minimum for each school needs determination and review. The tax impact of that needs to be determined.

If a school has a capacity of 125, at what point is it deemed too small? Is it 75, is it 50%?

The rated capacity of the building is not useful. It assumes a certain number of square feet per student. Looking at the reasonable number of students per class and multiplying that by the number of classes was suggested. Combined classrooms need consideration; at what number for student enrollment do we combine classrooms?

The board should narrow the task for administration. A formula needs to be drafted and then a warrant article. Linda Quintanilha suggested 12 students as a valid number for a classroom times the number of classrooms in a school. She asked what inequities would reverse should this pass. Kristen Reilly agreed that this originally began about the inequities. Rich Cahoon and Myron Steere said that this does not solve anything other than the funding. We have not talked about what we are not doing right now because of the small sizes of some of our schools. Rich suggested a simple spreadsheet, 10 days from now, so that the board can develop questions. Kimberly Saunders agreed. Linda Quintanilha asked what it looks like for a town when billed for one more student. Kimberly said that information will be coming forward. Jerry Wilson requested looking at 60/40 (ADM/EV). Another suggestion was that towns that do not have an enrollment problem should be held harmless. Linda Quintanilha asked for the opposite 40/60 (ADM/EV). The most recent tax year data will be used to calculate. Kimberly said that no discussion has taken place about redistributing adequacy. Confirmed. Niki McGettigan reminded everyone that we are ConVal even though we are talking about different towns.

**c. 2<sup>nd</sup> Read Policy/Adoption (Board Vote Required)**

- BA: Evaluation of Board Operational Procedures

**Linda Quintanilha moved to accept the policy as read. Rich Cahoon second. Unanimous.**

- JLCL: Life Threatening Allergies

**Linda Quintanilha moved to accept the policy as read. Rich Cahoon second. Unanimous.**

**9. New Business**

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

- BBA: School Board Powers and Duties

- BEDB: Agenda Preparation and Dissemination

Rich Cahoon referenced these as first reads. Please send questions or comments to the Policy Committee.

**b. Expenditure Report**

Rich Cahoon noted at least eight lines that have a negative balance. At what point are transfers needed. Kimberly said that all of the money is there; things need to get moved around. This is house cleaning. Transfers will come. We are not negative, we did not over spend money.

**10. Public Comment**

Tory Boyd reported that DCS has had numerous things happening; Cornucopia Project, Arts Integration, town officials have been interviewed, a monarch caterpillar was hatched, a new sandbox, a new Maple Tree, after school book buddies and many more activities.

John Anderson, Antrim, said that fairness in his opinion is very subjective. Is it fair that an owner of a \$200,000 home in one town pays more than in another? It is fair that some schools are subsidized by taxpayers in other towns?

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

Kimberly Saunders certified that manifests listed totaling \$602,299.42 and Payroll totaling \$872,894.24 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.

**Stephan Morrissey moved to approve the manifests as read. Dick Dunning second. Unanimous.**

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

**a. Negotiations**

**b. Personnel**

**c. Legal**

**Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 8:04 pm for matters of negotiations, personnel, and legal.**

**Stephan Morrissey moved to exit non-public session at 8:34 p.m. Rich Cahoon second. Unanimous.**

**Stephan Morrissey moved to seal the minutes of negotiations for a period of 15 years. Rich Cahoon second. Unanimous.**

**Stephan Morrissey moved to seal the minutes of three personnel minutes for a period of three (3) years. Rich Cahoon second. Unanimous.**

**Stephan Morrissey moved to seal the minutes of legal for a period of ten (10) years. Rich Cahoon second. Unanimous.**

**Stephan Morrissey moved to approve the retirement requests for the 1<sup>st</sup> and 3<sup>rd</sup> request. Linda Quintanilha second. Unanimous.**

**Stephan Morrissey moved to approve the 2<sup>nd</sup> personnel request and a waiver to the time frame as requested. Linda Quintanilha second. Unanimous.**

Kimberly Saunders reported that the district has received the Guaranteed Maximum Rate (GMR) for health insurance at a rate of 4.2%. This is the Guaranteed Maximum Rate for Health Insurance.

**Stephan Morrissey moved to adjourn at 8:38 p.m. Dick Dunning second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

**CONTOOCOOK VALLEY SCHOOL DISTRICT**

**November 6, 2018**

**Personnel Agenda**

**Nominations 2018:**

**PES**

Kristin Bay

Special Education Teacher

\$44,797

**Retirements June 2020:**

**PES**

Marcia deSteuben

Library/Media Specialist

**Co-Curricular Stipends**

**See Attached**

## NOTICE OF STIPEND POSITIONS

First	Last	DAC	Position	Stipend Amt	FTE
<b>Athletic</b>					
Cheryl	Jessie	GBS	Track - Spring	\$2,051.76	1
James	Clough	SMS	Basketball - Boys B	\$2,051.76	1
Kevin	Morneault	SMS	Basketball - Girls B	\$2,051.76	1
<b>Non-Athletic</b>					
Deb	Coyne	CVHS	Class Advisor - Freshman	\$512.94	0.5
Amy	Duderewicz	CVHS	Class Advisor - Freshman	\$512.94	0.5
Dana	Wood	CVHS	GSA	\$1,025.88	1
Colleen	Brophy	SMS	Club - Environmental	\$1,257.26	1
Jennifer	Roe-Ward	SMS	New Hampshire Dance Institute	\$1,025.88	1
<b>Supplemental</b>					
Karen	Fabianski	CVHS	Block 5 - Robotics	\$1,000.00	0.5
Karrie	Mitschmyer	CVHS	Block 5 - Yearbook Semester 1	\$2,000.00	1
Gil	Morris	CVHS	Block 5 - Robotics	\$1,000.00	0.5

## **November 1, 2018 Enrollment**

Enrollment numbers may include tuitioned-in students

\* Teaching Principal para



	A	B	C	D	E	F	G	H
		11.1.18	Grade 5	Grade 6	Grade 7	Grade 8	Total	FTE Teachers
1								
2								
3							8	
4								
5	DCS	# of Students	84	73	62	52	271	
6	GBS	# of Sections	4	3	3	3		
7		Teacher	Teacher	Teacher	Teacher	Teacher		
8		Teacher	Teacher	Teacher	Teacher	Teacher		
9		Teacher	Teacher	Teacher	Teacher	Teacher		
10		Teacher	Teacher	Teacher	Teacher	Teacher		
11		Ratio	21.0	24.3	20.7	17.3		
12								
13								
14	SMS	# of Students	83	99	99	121	402	
15		# of Sections	4	5	4	6		
16		Teacher	Teacher	Teacher	Teacher	Teacher		
17		Teacher	Teacher	Teacher	Teacher	Teacher		
18		Teacher	Teacher	Teacher	Teacher	Teacher		
19		Teacher	Teacher	Teacher	Teacher	Teacher		
20		Ratio	20.8	19.8	24.8	20.2		19(-1)
21								
22		Total Students	175	172	161	173	681	32
23								
24								
25								
26								
27	CVHS	Grade	9	10	11	12		
28		Teachers	174	188	176	179	717	
29			12.25	12.25	12.25	12.25		
30								
31						K to 4	723	55
32						5-8	681	32
33						9-12	717	49
34						Total 2018-19	2121	136.0
35						2017-18	2143	
36						2016-17	2234	
37						2015-16	2169	
38						2014-15	2239	
39						2013-14	2325	
40						2012-13	2342	
41						2011-12	2434	
42								
43								
44								

# November 2018

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

# December 2018

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

NEW HAMPSHIRE PUBLIC SCHOOLS  
SCHOOL ADMINISTRATIVE UNIT #1

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

Telephone: 603-924-3336

Fax: 603-924-6707

Kimberly Saunders  
Superintendent of Schools  
[ksaunders@conval.edu](mailto:ksaunders@conval.edu)

Dr. Ann Forrest  
Assistant Superintendent of Schools  
[aallwarden@conval.edu](mailto:aallwarden@conval.edu)

TO: Contoocook Valley School Board

FROM: Temple Elementary School

DATE: 10/10/18

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Temple Elementary School requests authorization to accept from:

Name/Address: Toni Mahoney, 146 Harley Drive NE, Fort Payne  
AL. 35967

the following gift/donation of: money valued at \$ 500.00

for the purpose of: Supporting field trips.

Staciola Woods  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_

NEW HAMPSHIRE PUBLIC SCHOOLS  
SCHOOL ADMINISTRATIVE UNIT #1

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

Telephone: 603-924-3336

Fax: 603-924-6707

Kimberly Saunders  
Superintendent of Schools  
[ksaunders@conval.edu](mailto:ksaunders@conval.edu)

Dr. Ann Forrest  
Assistant Superintendent of Schools  
[aforrest@conval.edu](mailto:aforrest@conval.edu)


TO: Contoocook Valley School Board  
FROM: Carol Young, CVHS Science Department  
DATE: 10/2/18  
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Con Val Regional High School requests authorization to accept from:

Name/Address: Deborah Morris, Site Lab Manager  
Monterock Community Hospital

the following gift/donation of: Sartorius Analytical Balance valued at \$ 1800

for the purpose of: measuring precise quantities of chemicals (to 0.0001 grams)  
particularly for AP Chemistry labs.

  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## BBA -- School Board Powers and Duties

State law provides that public schools will be operated and maintained by local School Boards. As agents of the state, School Boards are required to implement state laws pertaining to public education and to carry out the rules of the State Board of Education.

The ConVal Board is an agent of the State and derives its authority from the New Hampshire Constitution, New Hampshire Statutes, and Rules of the State Board of Education.

This School Board shall exercise all the powers and duties prescribed to them by applicable state and federal laws, and rules of the New Hampshire State Board of Education.

-Ed 303.01 Substantive Duties. Each school board shall:

- (a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out the provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board;
- (b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy;
- (c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law;
- (d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules;
- (e) Prepare an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules;
- (f) Hold meetings for the transaction of business at least once in 2 months and require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A;
- (g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation;
- (h) Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board;
- (i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards;

## BBA -- School Board Powers and Duties

(j) Establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all those who must comply, which includes, at a minimum, the elements specified below:

- (1) A statement that sexual harassment is against the law and against school district policy;
- (2) A definition of sexual harassment with examples of actions that might constitute sexual harassment;
- (3) The names and roles of all persons involved in implementing the procedures;
- (4) A description of the process so all parties know what to expect, including time frames and deadlines for investigation and resolution of complaints;
- (5) A prohibition against retaliation toward anyone involved in a complaint;
- (6) A description of possible penalties including termination;
- (7) A requirement that a written factual report be produced regardless of the outcome of the investigation;
- (8) At least one level of appeal of the investigators recommendation; and
- (9) A clear statement that someone can bypass the internal process and proceed directly to the New Hampshire commission on human rights, with address and phone number, or office of civil rights, with address and phone number; and

(k) Annually evaluate the superintendent based on written criteria established by the school board (s)/SAU board.

(l) Adopt a teacher performance evaluation system, with the involvement of teachers and principals, for use in the school district, pursuant to RSA 189:1-a,III.

### **Legal References:**

*RSA 189:1-a, Duty to Provide Education*

*RSA 195:5, Cooperative School Districts: School Board Powers and Duties*

*N.H. Code of Administrative Rules-Section Ed. 303.01, Duties of School Board*

**Category: R**

*1<sup>st</sup> Read: October 16, 2018*

*2<sup>nd</sup> Read: ~~April 3, 2012~~ November 6, 2018*

*Adopted: ~~April 3, 2012~~*

## **BEDB – Agenda Preparation and Dissemination**

The Superintendent shall prepare all agendas for meetings of the Board. In doing so, the Superintendent shall consult with the Board.

Items to be placed on the agenda should be received by the Superintendent at least seven days prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least four days prior to the Board meeting. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

### **Legal Reference:**

*RSA 91-A:5, IX.*

**Category:** *Recommended*

*See Also BEDA, BEDH*

*First Read: October 16, 2018*

*Second Read: November 6, 2018*

*Adopted:*



## **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 circumstances defined by this policy, 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.

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### **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~~

*1<sup>st</sup> Read: November 6, 2018*

*2<sup>nd</sup> Read:*

*Adopted:*



## CONVAL School District Justification for Staffing Increase

### Present State:

- At present time, we have one Student Support Counselor (SSC) who splits her time as SSC and Truancy Officer for the district.
- Data collected as the Truancy Officer for the district last year: there were 102 students with 5 unexcused absences requiring a meeting with the student and the truancy officer; 31 students with 10 unexcused absences where parents/guardians were invited in to hold planning meeting to get students back on track; 15 students met fifteen unexcused absences some of which required a meeting with SAU; and over 25 students with excessive absences totaling 15 and 25 days respectively - parents/guardians were also invited in to attend this meeting.
- The current SAC has received more referrals/encountered more students this year than by the same time last year. Last year (17/18) at this time (10/5), the current SAC had 87 appointments with students, none of which were truancy related, (with the other SAC having held at least 60 appointments as well). This year (18/19) at this time (10/5), the current SAC has had 112 appointments and has needed to re-schedule numerous appointments as situations have come up that required significant attention (calls to DCYF, parent meetings, crisis response, risk assessments, student/teacher meetings, etc.) Data from 17/18 - over 580 appointments with students (33 of which were documented as truancy related) - equaling over 700 appointments.
- With increasing mental health needs of students, response is limited to reactive rather than proactive.

### Recommended Addition/Change:

- The title be changed from a Student Assistance Counselor (SAC) to a Student Support Counselor (SSC) Student Assistance Counselor indicates a heavy focus on substance abuse counseling. It is believed that by changing the title to Student Support Counselor the focus can be a broader range of support provided to middle school and high school students and their families.
- In order to strengthen our ability to respond to student need and support the mental health needs of our students, we recommend an additional SSC be hired immediately to support both the high school and middle schools, and that it be evaluated further as to whether or not the Truancy duties should continue to be assigned to the position.
- This counseling will provide school-systems based counseling to students considered at substantial risk. Students included are those that have history of maltreatment or family





## CONVAL School District Justification for Staffing Increase

dysfunction; suicidal ideation, gestures, or attempts; teen pregnancy; and school behavior problems. (Donovan and Wasco, 1994 and Morehouse and Tobler 2000a)

How does this request meet the needs and priorities of the District?

- This request will strengthen our ability to respond to and support the ever increasing mental health needs of our students.
- This request will allow students to get the support they need as close to 'in the moment' as possible to further support their ability to be engaged learners in the classroom.
- This request will increase support in the high school for crisis intervention and prevention and assist current school counselors with being able to complete other required aspects of their jobs.
- Use a guided systems perspective by; guiding the development of cooperative relationships with school personnel (i.e., faculty, administrators, and student services), community organizations, parent groups, and the students (Koll, 1988, NIAAA, 1983, 1984) use of the systems perspective facilitates referral to and engagement of students.

How does this forward the Vision, our goal of One Vision, One Direction, and align to the Strategic Plan?

- This request would align with the following sections of the Strategic Plan: 2.1.2, 2.1.7 & 2.1.8 - enhancing the ability to provide support to teachers and administrators with behavioral interventions, collaboration with parents/guardians and outside agencies as well as partnering with behavioral health professionals and supporting the mission and vision of the Substance Use Coalition.

How does this request promote greater equity and a more inclusive learning environment for all students?

- With all-inclusive classrooms, some students are experiencing a greater level of difficulty experiencing success in these environments; increasing their need for support - an additional SSC would assist with providing this support to staff and students.

How do school data, district data, research, and appropriate state and national guidelines support this request?



## CONVAL School District Justification for Staffing Increase

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Estimated Financial Impact:

- 50K for a second Student Assistance Counselor remains in the 18-19 budget. This will assist with the salary for the position but does not include the cost of benefits which would require a need for an increase to the budgeted amount.



**CONVAL School District**  
**Justification for Staffing Increase**  
**by adding one Para-Professional @ CVHS for the remainder of 2018-19**

**Present State:** In 2017-18, there were 22 FTE high school special education paraprofessionals. When the vacancy created by a late August 2018 resignation is finally filled as of 10/12/18, there will be 18 high school special education paraprofessionals, our currently budgeted allotment. One of those FTEs is needed for a 9th grade student who requires full-time 1:1 para support. So, factoring out that additional needed para for the student who entered the high school this year from GBS, we have a net total of 5 less paras than last year. However, we currently have 12 more students with IEPs in the building now than we did last spring. We are consequently struggling to fulfill the mandates for para coverage that are denoted in student IEPs.

**Recommended Addition/Change:** Add back one FTE para for 2018-19.

**How does this request meet the needs and priorities of the District?** We are currently unable to meet the IEP para coverage mandates of 6 students. With an additional para, we would be able to cover most of those mandates, though we would still face at least one dilemma, because for one of the four academic blocks, there are 3 students who need para support, and those students are in separate classes.

In sum: The additional para would move us closer to compliance with our mandates.

**How does this forward the Vision, our goal of One Vision, One Direction, and align to the Strategic Plan?**

This request for an additional para is aligned with Strategic Plan: 2.1:

“Students with special educational and behavioral needs will be integrated into the general education classroom to the maximum extent appropriate to meet their needs.”

**How does this request promote greater equity and a more inclusive learning environment for all students?** Our need for an additional para springs in large part from our efforts to provide as many inclusive opportunities as possible for students with disabilities. Due to a staffing shortage after a para resigned in late August 2018, we have had to make difficult choices about which students would receive their full complement of IEP-designated para support and which would not yet receive that service. This has resulted in inequities. For 6 of those students, this lack of equity will remain even after a new para starts on 10/12/18, finally replacing the para who resigned in late August 2018. An additional para would help rectify that situation.

**How do school data, district data, research, and appropriate state and national guidelines support this request?** The relevant school data, based on analysis of student IEPs, student schedules and staff schedules, are described above. State and federal mandates require that identified IEP services be provided as stated in each student's IEP.

**Estimated Financial Impact:**

For 2018-19: pro-rated, based on @ 75% of this school year = @ **\$27,000**