

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

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, March 19, 2019

School Board Meeting

7:00 p.m.

SAU Office

Agenda

- 1. Call to Order and Pledge of Allegiance**
- 2. Introduction and Swearing in of Returning and New Board Members**
- 3. Call for Election of Officers – Superintendent**
 - a. Committee Assignments and Requests**
- 4. Acceptance of School Board Meeting Minutes (Board Vote Required)**
 - a. March 5, 2019 (pg. 1-4)**
- 5. Points of Pride**
- 6. Public Comment**
- 7. Consent Agenda**
 - a. Personnel (pg. 5-23)**
 - 1) Job Description (2nd Read/Approval)
 - a. Administrative Assistant/Athletics
 - b. Administrative Assistant/Attendance
 - c. Reading Specialist/Teacher
 - d. Elementary School Teaching Principal
 - 2) Job Description (1st Read)
 - a. Administrative Assistant/Office
 - b. Administrative Assistant/ATC
- 8. Superintendent's Report and Presentation of Business**
 - a. Field Trip Requests (Board Vote Required) (pg. 24)**
 - 1) South Meadow School – Peer Mentors in 7th grade will travel on April 17-19th by bus to Bretton Woods, NH to participate in a team building and leadership focus.
 - b. Election Results (pg. 25)**
 - c. Monthly Events Calendar (pg. 26-27)**
- 9. 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. Education Committee** – Crista Salamy
- 10. Old Business**
- 11. New Business**
 - a. 1st Read Policy (pg. 28-30)**
 - ADC: Tobacco Products Ban Use and Possession In and On School Facilities and Grounds
 - BGA: Policy Development System
 - b. Set Last Day of School – June 2017**
 - c. Set CVHS Date of Graduation**
 - d. Signing of MS22 (Report of Appropriations voted)**
 - e. Information Sessions for Law Suit**
- 12. Public Comment**
- 13. Approval of Manifests (Board Vote Required)**
- 14. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Negotiations**
 - b. Legal**
 - c. Personnel**

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, March 5, 2019

7:00 p.m.
SAU Office

MINUTES

BOARD

Rich Cahoon, Richard Dunning,
Jim Fredrickson, Bernd Foecking,
Janine Lesser, Niki McGettigan,
Stephan Morrissey, Linda Quintanilha,
Kristen Reilly, Pierce Rigrod,
Myron Steere, Jerome Wilson

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
David Jack, Interim B.A.
Cari Christian-Coates, Student Serv.
Kathie Morrocco, Pierce School

Molly Janoch, Student Rep.
Asher MacLeod, CVEA

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. February 19, 2019

Stephan Morrissey moved to accept the minutes of February 19, 2019. Dick Dunning second. Janine Lesser and Kristen Reilly abstained. The minutes were amended with a request to add the attendance of that meeting. Second. Unanimous as amended.

3. Points of Pride

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

4. Public Comment

None.

5. Consent Agenda

a. Personnel

- 1) Job Description (2nd Read/Approval)
 - a. Elementary Classroom Teacher
 - b. Middle School Classroom Teacher
 - c. High School Teacher

Tim Markley reported receiving no feedback on the first reads for these job descriptions.

Linda Quintanilha moved to approve the job descriptions as read. Stephan Morrissey second. Unanimous.

Kimberly Saunders noted the addition of information in the high school requiring a master's degree.

Tim Markley referenced four (4) additional job descriptions presented tonight as first reads.

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.

2) Notice of Stipend Positions

Tim Markley referenced the notice of two stipend positions for notification only.

6. Board Requests

Kimberly Saunders reported on a request submitted by Pierce Rigrod for cost information.

David Jack shared information about Elementary Costs. There was a concern with the publication of cost per student by the State. Elementary costs are stated at just over \$20K per pupil. Average Daily Membership (ADM) is divided out to come up with a tuition figure based on information reported to the State on the MS25. Expenditures total \$15M. The Department of Education (DOE) requires that costs are separated out by elementary, middle, and high school. It does not allocate district costs. The current budget includes \$8M and \$6M that require allocation distribution. Benefits were spread out at the end of the school year; this is changing. For example, the budget for Hancock shows approximately \$500K as a line item, where in actuality it totals just over \$900K. 37% of the district wide costs need to be allocated to the elementary costs resulting in \$6M. The issue that arises is how deep we can go. It will not be 100% absolute. Mr. Jack reported that he allocated the costs per pupil for each of the elementary schools. It results in a more accurate cost per school. This includes preschool. What is not happening is the socialization of the costs.

Is it fair to say that it doesn't capture the higher cost per student for classes of smaller size? Confirmed. One of the costs associated with small schools is that there are fewer students per teacher.

Rich Cahoon said that there are district unallocated costs which were distributed evenly. Some would not properly be allocated to some of the schools. For example, preschool, elementary art teachers, and elementary nurses. PES and AES have full-time nurses. Therefore, those positions should be accurately allocated to reflect the associated cost to those schools. The remaining costs for elementary nurses should not be allocated to schools that already have those costs allocated as a result of having staff on board.

Mr. Jack said that more time would be needed to further individualize it by school.

Rich Cahoon asked that the preschool students be pulled out of the calculations because they are from all over the district.

What was Pierces' question? Identify as closely as possible, what the actual cost is of each of the elementary schools?

Pierce Rigrod asked if the report is close enough to use to report out in communities. David Jack responded by saying that it is a lot closer than where we were. It is an estimate; for the purposes of discussion it is okay. Going forward, the district is in better shape because the benefit allocation was completed.

Kimberly Saunders asked Pierces question to the Board. What level is the next level of information that the board wants. Rich said that this is not close enough to bring out to communities. The task would be to take the \$6.3M and chip pieces off and allocate it where possible.

Kimberly asked how far down in the research is needed.

Pierce said that the idea was to get a relatively accurate number.

Linda Quintanilha said that all special education costs and preschool costs should be kept district-wide.

Jim Fredrickson asked how much effort it would take to get a better feel of what the costs would be. The costs for 10 students or 20 students is not reflected. A deeper dive on one or two of the schools might follow.

Bernd Foecking said that it makes sense to average teacher cost because teachers move around. What does it cost to maintain a building? What do travelling specialists cost? What does food service cost? What does it really cost to educate a student at a particular school?

Rich Cahoon said that we don't currently socialize all of those expenses in the budget.

Kimberly asked that the board communicate to her what they are looking for specifically. She is hearing different requests on ways to look at this. Prioritizing the work at the SAU is critical.

Rich asked that the socialization of special education be set aside.

Myron Steere said that he wants to know what the actual costs are for each town relative to their elementary school.

If the question is how much does it cost to run a school is different than how much does it cost a town; they are two very different questions.

Myron said that everyone wants to keep their small school, we want to determine what those schools actually cost.

Kimberly asked the board to send her the suggested way that they would like to see this done. She will confer with David Jack.

David Jack said that he can take the \$8.6M and reallocate it by school accurately. The \$6M of unallocated will be looked at closely. He asked if reallocation by level is needed, it will reflect differently the cost per student.

Bernd said that averaging the salaries makes sense to him.

Rich said that if there were a withdrawal committee in any one town, they would drill down to special education costs.

Pierce Rigrod asked teacher costs per student, what is the thought. Jim said that we have a snapshot of the actual costs.

Rich suggested taking small bites rather than the deep dive. Rich further suggested allocated the \$6M first.

David said that the \$6M would need dissection, but it will be closer. Assumptions made will be documented. Carving out the preschool will not tie back to how the State got to their estimates.

7. Superintendent's Report and Presentation of Business

Kimberly thanked out-going School Board Member, Pierce Rigrod, for his service on the Board and presented him with a gift.

a. Monthly Events Calendar

No changes.

b. March 1, 2019 Enrollment Update

Kimberly Saunders referenced March 1st enrollment information. In addition, projected enrollment information was referenced.

8. Reports

a. Budget & Property Committee Meeting – Jim Fredrickson

Jim Fredrickson reported that the solar community group attended the most recent Budget & Property Committee meeting. The CTQ's include minimal or no capital cost, realize actual savings in electrical cost in year 1, use existing footprint, and get educational value from working with ATC students.

Busing was discussed; more to come after the vote. Other potential savings were discussed; more to come. Security cameras in the elementary schools are scheduled for mid-March.

b. Selectmen's Advisory Committee Meeting – John Jordan

John Jordan reported that feedback from the different Select boards was shared about the warrant articles. Mr. Jordan reported out on those votes. Other discussion involved efforts underway at the State level.

Rich Cahoon said that the advice we received from our advisory committee in the past several months is "don't close our elementary school" and "we don't support the school budget".

Myron Steere said that Select boards don't want to close schools or spend the money.

Linda Quintanilha asked if there was discussion at the meeting about what the default budget would look like and how was that information received. John Jordan reported that it was a tally of votes on the warrants.

c. Student Representative –Molly Janoch/Marina McMahon

Molly Janoch reported out on activities at the high school.

d. Teacher Representative – Asher MacLeod

TES Staff will be going to an escape room for a team building experience.

9. Old Business

a. 2nd Read Policy (Board Vote Required)

- 1) GADA: Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse)

Rich Cahoon moved to adopt this policy as read. Stephan Morrissey second. Unanimous.

- 2) JJJ: Access to Public Programs by Nonpublic, Charter Schools, and Home Educated Pupils

Rich Cahoon moved to adopt this policy as presented. Stephan Morrissey second. Unanimous.

10. New Business

None.

11. Public Comment

None.

12. Approval of Manifests (Board Vote Required)

David Jack certified that manifests listed totaling \$595,089.84 and Payroll totaling \$1,765,396.62 have been reviewed by him 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. Jerome Wilson second. Unanimous.

Rich Cahoon asked John Jordan a clarifying question about the process the Select boards used to vote a position on the warrant articles.

John Jordan said that what was asked that the Select boards consider the budget information shared.

Rich Cahoon said that after reviewing minutes of several town select board meetings, they do not reflect a discussion or vote on our warrant articles.

John said that they were asked to do this as a board.

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

a. Legal

b. Personnel

c. Negotiations

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 8:15 p.m. for matters of legal and personnel. Unanimous on a roll call vote.

Stephan Morrissey motioned to exit non-public session at 8:54 p.m. Dick Dunning second. Unanimous.

Stephan Morrissey moved to seal the minutes of non-public session for personnel for 25 years and legal for five (5) years.

Rich Cahoon second. Unanimous.

Stephan Morrissey moved to direct the Superintendent to find \$40K for legal purposes. Dick Dunning second. Unanimous.

Rich Cahoon moved to allow the Superintendent to contract with MRI for the next 12 months. Stephan Morrissey second. Unanimous.

Stephan Morrissey motioned to adjourn at 8:55 p.m. Linda Quintanilha second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

DRAFT

POSITION TITLE: Administrative Assistant/Athletics

SUPERVISOR: Athletic Director, High School

LEVEL: III

DURATION: 10 months

QUALIFICATIONS:

- High school diploma or equivalent
- Additional training or experience is desirable
- Maintain high level of confidentiality
- Good organizational and technical skills including effective use of various hardware and software applications
- Thorough knowledge of record keeping and filing techniques
- Ability to
 - Work independently
 - Comprehend, interpret, and apply regulations, procedures, and related information
 - Communicate and interact effectively with others
 - Assemble information in a concise manner
 - Read, understand, and interpret reports relating to job
 - Resolve concerns and complaints

SUMMARY:

The Administrative Assistant/Athletics supports the Athletic Director in all duties of the Athletic Department and may serve as backup to the Main Office Administrative Assistants. The individual in this position discharges duties in a way that is professional and represents the School District in a positive way and in accordance with District policies, rules, and regulations. This position is designed to provide support to the Athletic Department, administration, staff and students to assure the smooth operation of the Athletic Department and Main Office.

DUTIES AND RESPONSIBILITIES:

- Prepares information packets and correspondence to coaches
- Coordinates transportation needs

1st Read: 3/4/2019
Approved:
Revised:

- Assigns/procures officials for games
- Prepares, tracks, and maintains purchase orders
- Prepares and distributes invoices for officials, game directors, scorers, and timers for athletic contests
- Prepares and distributes athletic schedules, changes, and rosters
- Informs media of athletic events and sports-related information
- Updates athletic information on school website
- Prepares and forwards contracts to opponent schools
- Collects and manages sports participation fees
- Maintains record of student physicals
- Maintains record of Coaches' required training/certification
- Coordinates the athletic awards presentations and student scholarships
- Provides back up for the Main Office
- Performs other position related tasks or services as may be assigned by the Athletic Director

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

Evaluation & Professional Growth

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.
- Frequently Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Frequently Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently Grasping. Applying pressure to an object with the fingers and palm.
- Frequently Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
- Frequently 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.

1st Read: 3/4/2019

Approved:

Revised:

- 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.
- Frequently Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
- 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 worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

1st Read: 3/4/2019
Approved:
Revised:

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

DRAFT

POSITION TITLE: **Administrative Assistant/Attendance**

SUPERVISOR: **Principal, High School**

LEVEL: **III**

DURATION: **10 months**

QUALIFICATIONS:

- High school diploma or equivalent
- Additional training or experience is desirable
- Maintain high level of confidentiality
- Good organizational and technical skills including effective use of various hardware and software applications
- Thorough knowledge of record keeping and filing techniques
- Ability to
 - Work and learn independently and in collaboration with colleagues
 - Communicate and interact effectively with staff, students, and parents
 - Assemble information and reports in a concise manner
 - Read, understand, and interpret reports relating to job responsibilities
 - Resolve concerns and complaints
 - Comprehend, interpret, and apply regulations, procedures, and related information in the context of the job responsibilities

SUMMARY:

The Administrative Assistant/Attendance supports the Principal in all duties related to student attendance and serves as backup to the Main Office Administrative Assistants. This position is designed to provide support to the Principal, administration, staff, students and parents, and to ensure the accuracy of student attendance records and the operation of the Main Office. The individual in this position discharges duties professionally and represents the School District positively and in accordance with District policies, rules, and regulations.

*1st Read: 3/4/2019
Approved:
Revised:*

DUTIES AND RESPONSIBILITIES:

- Records, maintains, and generates reports of daily attendance, late arrivals, and dismissals
- Maintains records of student discipline and suspensions
- Maintains daily contact with school nurse on current health issues
- Forwards parent requests for homework
- Prepares and maintains all locker materials and accounts
- Provides back up for the Main Office
- Performs other position related tasks or services as may be assigned by the Principal

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

Evaluation & Professional Growth

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.
- Frequently Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Frequently Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently Grasping. Applying pressure to an object with the fingers and palm.
- Frequently Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
- Frequently 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.
- Frequently Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

1st Read: 3/4/2019
Approved:
Revised:

- 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 worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

1st Read: 3/4/2019
Approved:
Revised:

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

DRAFT

POSITION TITLE: **Reading Specialist/Teacher**

SUPERVISOR: **Building Principal**

QUALIFICATIONS:

- New Hampshire DOE Reading Specialist certification or certifiable by NH DOE
- Bachelor's degree from an accredited college or university or related discipline applicable to teaching assignment.
- Master's Degree in reading
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

SUMMARY: Under the general supervision of the School Principal, to establish, monitor, and conduct a program in which students are appropriately placed and programmed for reading instruction. To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, and goals.

KNOWLEDGE, SKILLS and ABILITIES

- Knowledge of current teaching methods and educational pedagogy, as well as differentiates instruction based upon student learning styles or multigrade classroom.
- Knowledge of school curriculum and concepts.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

1st Read: 3/4/2019
Approval:
Revision:

DUTIES AND RESPONSIBILITIES:

Placement

- Determines instructional level and initial placement of incoming students.
- Diagnoses specific needs and prescribed appropriate programs, materials, or techniques for individual (referred) students.
- Provides for remedial and corrective reading programs for diagnosed students.

Programming

- Works cooperatively with other reading specialists for the overall coordination of the district's reading philosophy and curriculum.
- Assists teachers in the use of materials most appropriate for each student's growth and development in reading. Introduces new programs and coordinates or conducts in-service workshops and grade level meetings.
- Provides a variety of materials, media and workable techniques.
- Helps teachers improve the quality of their reading instruction.

Provides input as a participating member of each referral review team

- Administers diagnostic assessments to referred students.
- Shares expertise with other specialists.
- Prescribes specific reading programs.
- Conducts follow-up evaluation of programs resulting from the referral review team recommendations.

Administration

- Recommends an annual reading budget to implement programs.
- Performs as liaison among teachers, counselors, principals, and parents relative to reading programs.
- Assists teachers in establishing evaluation criteria for their reading programs.
- Conducts a yearly inventory of materials and supplies for the reading program.
- Assists in in-service education in the teaching of reading.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading.
- Performs other position related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.

1st Read: 3/4/2019

Approval:

Revision:

- 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.

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).

1st Read: 3/4/2019

Approval:

Revision:

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

POSITION TITLE: *Elementary School Teaching Principal*

SUPERVISOR: Superintendent of Schools

QUALIFICATIONS:

- Certified or certifiable by the New Hampshire State Department of Education. Masters Degree with a major in Educational Administration and Elementary Teaching. Minimum of three (3) years teaching experience and three (3) to five (5) years successful experience as an Elementary Principal. Or such alternatives to these qualifications as the School Board may find acceptable and appropriate.
- Demonstrated evidence of excellent written and oral communication skills.
- Excellent leadership and interpersonal skills are needed to fulfill performance expectations for this position.
- Demonstrated evidence of personal characteristics necessary for working effectively with students, teachers, administrators and parents.

SUMMARY:

There is a dual role for this position; one as School Principal and the other as a classroom teacher. As Principal: Provides leadership for the professional staff of the school in the development, implementation and evaluation of a comprehensive educational program. Administer the school programs in accordance with school board policies and administrative rules and regulations, promote positive school climate and foster parent and community support. As Teacher: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, and goals.

DUTIES AND RESPONSIBILITIES:

- This position will be split between Principal responsibilities and other academic responsibilities as directed by the Superintendent.

Principal:

- Supervise the school's educational program.
- Supervise the daily use of the school facilities for both academic and non-academic purposes.
- Budgets school time to provide for the efficient conduct of school instruction and business.

1st Read: 3/4/2019
Approved:
Revised:

- Leads in the development, determination of appropriateness, and monitoring of the instructional program.
- Schedules classes within established guidelines to meet student needs.
- Provide for adequate inventories of property under his/her control and for the security and accountability for that property.
- Assists in the development, revision, and evaluation of the curriculum, and emerging technologies and their instructional management applications.
- Responsible for including all students into the general education curriculum to the maximum extent appropriate.
- Ensures that teachers implement Individual Educational programs with fidelity.
- Supervises all activities and programs that are outgrowths of the school's curriculum.
- Assume responsibility for the implementation and observance of all School Board policies and regulations by the school's staff and students.
- Utilize effective supervision and performance management techniques to be able to justifiably recommend the renewal and non-renewal of teachers, according to established procedures.
- Supervises all professional, paraprofessional, administrative, and support personnel attached to the school
- Assists in the recruiting, screening, hiring, training, assigning and evaluating of the school's professional staff.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Assist with orientation and training (administrative procedures and instructions) of teachers.
- Foster cooperation and understanding among the various grades and functions of the educational system.
- Approve the teaching schedule and any special assignment.
- Conducts staff meetings to keep members informed of such things as policy changes and new programs necessary for the proper functioning of the school.
- Makes arrangements for special conferences between parents and teachers when appropriate.
- Plans and supervises fire drills, extreme weather drills, and an emergency preparedness program.
- Cooperates with college and university officials regarding teacher training and preparation.
- Works with various members of the central administrative staff on school problems of more than in-school import, such as transportation and special services.
- Maintains active relationships with students and parents.
- Attends special events held to recognize student achievement, attends school-sponsored activities, functions, athletic events and community and public opportunities.
- Prepare and submit the school's budget and monitor expenditures of funds.
- Supervise the maintenance and control of various local funds generated by student activities.

1st Read: 3/4/2019

Approved:

Revised:

- Responds to written and oral requests for information in a timely fashion.
- Assumes responsibility for all official school correspondence and news releases.
- Organize and administer the public relations program for the school, acting as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
- Supervise the preparation of reports, records, lists, and all other work required or appropriate to the school's administration.
- Serve as a member of such committees and attend such meetings as the Superintendent of Schools shall direct.
- Keep his/her supervisor informed of events and activities of an unusual nature as well as routine matters, related to the supervisor's accountability.
- Assume responsibility for maintaining high standards of student conduct, attendance and health of students, enforcing discipline as necessary, according to due process to the rights of students.
- Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal.

Teacher:

- Develops and administers school curriculum consistent with school district initiatives, goals and objectives.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- IEP and 504 plans for case load students are to be read and implemented
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other Elementary school professional staff members, especially within grade level and specific subjects, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.

1st Read: 3/4/2019
Approved:
Revised:

- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of the District.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading.
- Administers standardized tests in accordance with District testing programs.

Performs other position related tasks as assigned by the Superintendent or other central office administrators designated by the Superintendent.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

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

1st Read: 3/4/2019

Approved:

Revised:

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

DRAFT

POSITION TITLE: Administrative Assistant/Office

SUPERVISOR: School Principal

LEVEL: III

DURATION: 10 months

QUALIFICATIONS:

- High school diploma or equivalent
- Additional training or experience is desirable
- Maintain high level of confidentiality
- Good organizational and technical skills including effective use of various hardware and software applications
- Thorough knowledge of record keeping and filing techniques
- Ability to
 - Work independently
 - Comprehend, interpret, and apply regulations, procedures, and related information
 - Communicate and interact effectively with others
 - Assemble information in a concise manner
 - Read, understand, and interpret reports relating to job
 - Resolve concerns and complaints

SUMMARY:

The Administrative Assistant/Office performs a variety of office duties fully respecting the confidential nature of all these responsibilities. Performs diverse responsibilities within the area and limits of authority delegated by school principal, and provides back up for the Administrative Assistant/Office Coordinator. The individual in this position discharges duties in a way that is professional and represents the School District in a positive way and in accordance with District policies, rules, and regulations. This position is designed to relieve administrators of office and routine responsibilities by participating in the school office administrative operations to support overall student, staff and school success.

*1st Read: 3/19/2019
Approved:
Revised:*

DUTIES AND RESPONSIBILITIES:

- Performs a wide variety of office duties utilizing computers, email, proofreading, websites, filing, and processing and distribution of all reports and correspondence
- Maintains school records and accounts as assigned
- Generates daily notices
- Establishes, maintains, and ensures proper use and access to confidential files
- Screens correspondence and telephone calls for administrator and staff
- Makes arrangements for school visitations and facility use
- Cares for injured/ill students in the absence of school nurse or administrator
- Maintains school records, accounts, and budget information as assigned
- Maintains daily student/staff attendance/lunch count
- Assists students, parents, teachers & visitors recommended as appropriate
- Receives and distributes mail
- Generates and ensures the accuracy and punctuality of reports for state, auditors, and others
- Participates as a member of the Emergency Management Team
- Performs other position related tasks or services as may be assigned by the school Principal

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

Evaluation & Professional Growth

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.
- Frequently Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Frequently Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently Grasping. Applying pressure to an object with the fingers and palm.
- Frequently Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

1st Read: 3/19/2019

Approved:

Revised:

- Frequently 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.
- Frequently Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
- 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 worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

1st Read: 3/19/2019
Approved:
Revised:

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

DRAFT

POSITION TITLE: **Administrative Assistant/Applied Technology Center(ATC)**
SUPERVISOR: **Applied Technology Center Director**
LEVEL: **III**
DURATION: **10 months**

QUALIFICATIONS:

- High school diploma or equivalent
- Additional training or experience is desirable
- Maintain high level of confidentiality
- Good organizational and technical skills including effective use of various hardware and software applications
- Thorough knowledge of record keeping and filing techniques
- Ability to
 - Work independently
 - Comprehend, interpret, and apply regulations, procedures, and related information
 - Communicate and interact effectively with others
 - Assemble information in a concise manner
 - Read, understand, and interpret reports relating to job
 - Resolve concerns and complaints

SUMMARY:

The Administrative Assistant/ATC supports the ATC Director in all duties of the ATC and will serve as backup to the Main Office Administrative Assistants. The individual performs a variety of office duties, fully respecting the confidential nature of all these responsibilities, and discharges duties in a way that is professional and represents the School District in a positive way and in accordance with District policies, rules, and regulations. This position is designed to provide support and clerical work for the ATC Director, instructors, students, and sending schools, and to assure the smooth operation of the ATC and Main Office.

1st Read: 3/19/2019
Approved:
Revised:

DUTIES AND RESPONSIBILITIES:

Applied Technology Center

- Provides clerical assistance and support for Applied Technology Center
- Maintains State CATE data base system
- Acts as liaison with sending schools School Counseling and Office staff
- Maintains documentation relative to Regional Agreement and postsecondary relationships
- Maintains attendance records for all for students from regional sending schools
- Prepares and distributes Tuition & Transportation forms
- Processes purchase orders for Applied Technology Center
- Student Activities**
- Maintains school records and accounts as assigned
- Monitors expenditures and verifies budget availability
- Generates reports for state, auditors, and others as needed
- Provides back up for the Main Office
- Performs other position related tasks or services as may be assigned by the Athletic Director

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

Evaluation & Professional Growth

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.
- Frequently Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Frequently Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently Grasping. Applying pressure to an object with the fingers and palm.
- Frequently Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

1st Read: 3/19/2019

Approved:

Revised:

- **Frequently 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.
- **Frequently Repetitive motion.** Substantial movements (motions) of the wrists, hands, and/or fingers.
- **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 worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

1st Read: 3/19/2019
Approved:
Revised:

**CONTOOCOOK VALLEY SCHOOL DISTRICT
FIELD TRIP PROPOSAL**

1. Name: Michele Brezovec Grade: _____ School: _____

2. Destination: Highland Center, Bretton Woods, NH 03575

3. Date(s) of Trip: April 17, 18, 19th 2019 Time(s): From 12:45 to 4pm

4. Description of Trip:
Peer Mentors in 7th Grade for team building & leadership focus.

5. How will this trip relate to your program and/or curriculum?
Teaching leadership skills to the Peer Mentors.

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

7. Ratio of Adults: 1 to Number of Students: 5

Michele Brezovec 2/19/19 Ann Love 2/19/19
Staff Signature Date Principal Signature Date

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

☒ Bus Form If Necessary
☒ Fee Paid By Students Activity Fund
☒ Chaperones Listed On The Reverse
☒ Permission Slips To Parents/Guardians Prepared
☒ Office Notified With Accurate Lists of Students

☒ Kitchen Notified If Lunches Would Be Affected
☒ UA Team Notified
☒ Posted on Events Calendar
☒ Notified Nurse to prepare Medicine
☒ CPR/First Aid Trained: Michele Brezovec (Name)

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

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

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

Superintendent/Board Chairman Signature _____

Adopted: May 1, 2001

ConVal School District
Voting Results - March 12, 2019

ConVal School District - Results of Voting March 12, 2019 - OFFICIAL

Concord School District - Records of Voting March 12, 2019 - Of Total																																			
1		2		3		4		5		6		7		8		9		10		11		12													
Budget		Collective Bargaining Agreement		Call Special Meeting if Article 2 Falls		Change Funding Formula		Raise \$808,00 for Add'l Bus Routes		Special Education Trust Fund		Building Capital Reserve Fund		Equipment Capital Reserve Fund		Health Trust Fund		School Board Salaries		Petitioned Article to Commit to Comprehensive Analysis		Petitioned Article to prepare to propose to restructure closing of middle schools													
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
287	141	67%	283	146	66%	294	126	70%	275	138	67%	157	265	37%	311	111	74%	302	120	72%	301	121	71%	300	123	71%	302	119	72%	337	81	81%	110	307	26%
150	101	60%	141	108	57%	165	83	67%	147	96	60%	75	172	30%	171	78	69%	163	83	66%	169	77	69%	167	80	68%	173	73	70%	190	58	77%	67	177	27%
268	255	51%	266	251	51%	297	216	59%	58	468	11%	131	366	25%	319	195	62%	313	199	61%	316	195	62%	321	190	63%	306	201	60%	401	116	78%	167	341	33%
195	153	56%	204	144	59%	225	116	66%	109	231	32%	109	230	32%	235	106	69%	239	104	70%	234	108	68%	232	111	68%	240	100	71%	268	76	75%	129	213	38%
112	128	47%	124	115	52%	139	97	59%	128	106	55%	78	162	33%	158	82	66%	154	85	64%	157	81	66%	155	84	65%	158	79	67%	172	66	72%	95	142	40%
331	221	60%	346	211	62%	372	170	69%	159	380	29%	176	372	32%	372	173	68%	379	161	70%	373	166	69%	375	163	70%	388	150	72%	423	119	76%	227	319	42%
723	408	64%	768	365	68%	849	271	76%	678	419	62%	808	719	36%	851	273	76%	809	309	72%	815	299	73%	819	290	74%	855	280	77%	883	237	79%	430	680	39%
46	47	49%	53	41	56%	64	29	69%	24	68	26%	23	71	24%	60	32	65%	58	34	63%	59	33	64%	62	30	67%	69	24	74%	65	29	69%	38	55	41%
276	202	58%	288	189	60%	294	172	63%	144	306	32%	155	303	34%	268	185	58%	277	196	59%	271	189	59%	282	179	61%	288	170	63%	372	101	79%	181	285	39%
2388	1656	59%	2473	1570	61%	2699	1720	68%	1720	2212	44%	1312	2680	33%	2745	1245	69%	2694	1291	68%	2695	1269	68%	2713	1250	68%	2779	1176	70%	3111	883	78%	1444	2519	36%

School Board Members

Antrim
Rich Cahoon
Write-In 382

Dublin
Bernad Foecking 413
Leo Plante 52

Hancock
Timothy J. Theberge 503
Write-In

Peterborough - 3 Year Term (Two Positions)
Richard Dunning 862
Rachel Malmgren 363
Jerome Wilson 510

March 2019

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

April 2019

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

ADC – Tobacco Products Ban Use and Possession In and On School Facilities and Grounds

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions.

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time-to-time.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a as the same may be amended or replaced from time-to-time.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, while attending any school-sponsored event, or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, E-cigarette, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law

ADC – Tobacco Products Ban Use and Possession In and On School Facilities and Grounds

enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Legal References:

RSA 155:64 – 77, Indoor Smoking Act

RSA 126-K:2, Definitions

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

Category: Priority-Required by Law

See also: ADB, GBEC, GBED, JICG, & JICH

First Read: March 19, 2019

Second Read:

Adopted:

BFA BGA – Policy Development System

The Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

Policy Adoption, Dissemination and Review

- A. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, the meeting agenda delivered to each Board member is deemed sufficient.
- B. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.
- C. The Board will allow an opportunity for public comments on policy proposals.
- D. All policies will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
- E. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
- F. Policies and amendments will be effective immediately upon adoption, unless a specific effective date is provided in the adopted final policy.
- G. All written policies and administrative rules and regulations will be open for and available for public inspection, upon request.
- H. All Board policies will be reviewed and evaluated by the school board on a regular and continuing basis.
- I. The Superintendent or designee is responsible for notifying the Board of all policy updates and revisions provided by the New Hampshire School Boards Association. The Board will then schedule time for review of such updates and will taken action accordingly regarding the adoption, revision or repeal of such policies.

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent, to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

Category: Recommended

First Read: March 19, 2019

Second Read:

Adopted: