

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, May 21, 2019**

**School Board Meeting**

**7:00 p.m.**

**SAU Office**

**AGENDA**

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
  - a. May 7, 2019 (pg. 1-3)**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
  - a. Personnel (pg. 4-5)**
    - 1) Nominations- July 2019
    - 2) Resignations- June 2019
    - 3) Notice of Co-Curricular Stipends
    - 4) Job Description (2<sup>nd</sup> Read/Approval)
      - a. Special Education Teacher (pg. 6-9)
      - b. Preschool Teacher (pg. 10-13)
      - c. District/Community Preschool Case Manager (pg. 14-17)
  - b. Accept Gift/Donation (Board Vote Required) (pg. 18-19)**
    - 1) Hancock Elementary School requests authorization to accept a gift/donation totaling \$3,134.50 from the Trustees of the Hancock Trust Funds, for the purpose of an All School Field Trip to the Montshire Museum including coach bus transportation.
    - 2) South Meadow School requests authorization to accept a gift/donation of a 3D Printer, filament, Servo Motors, valued at \$754.88 from Donors Choose, for the purpose of STEM/STEAM Robotics and EHP.
- 6. Superintendent's Report and Presentation of Business**
  - a. Monthly Events Calendar (pg. 20-21)**
- 7. Reports**
  - a. Student Representative** – Molly Janoch/Marina McMahon
  - b. Teacher Representative** – Asher MacLeod
  - c. Budget & Property Committee** – Jim Fredrickson
  - d. Education Committee** – Jerry Wilson
  - e. Communication Committee** – Niki McGettigan
- 8. Old Business**
  - a. Athletic Trust Fund Vote (Board Vote Required)**
  - b. 2<sup>nd</sup> Read/Adoption Policy (Board Vote Required) (pg. 22-24)**
    - EEAG: Use of Private Vehicles to Transport Students and for Other School Purposes
    - JICDD: Student Discipline Out-Of-School Actions
- 9. New Business**
  - a. 1<sup>st</sup> Read Policy (pg. 25-32)**
    - ADB: Drug-Free Workplace/Drug-Free Schools
    - GBEC: Drug-Free Workplace/Drug-Free Schools
    - JLD: School Counseling Program
  - b. Consolidation Consultant**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. Personnel**
  - b. Negotiations**
  - c. Legal**

*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  
Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, May 7, 2019**

**School Board Meeting**

**7:00 p.m.**

**SAU Office**

**MINUTES**

**BOARD**

Rich Cahoon, Richard Dunning,  
Jim Fredrickson, Bernd Foecking,  
Janine Lesser, Niki McGettigan,  
Stephan Morrissey, Kristen Reilly,  
Crista Salmay, Myron Steere,  
Tim Theberge, Jerome Wilson

Molly Janoch, Student Rep.  
Asher MacLeod, CVEA Rep

**ADMINISTRATION**

Dr. Kimberly Saunders, Supt.  
Tim Markley, H.R.  
David Jack, B.A.  
Kathie Morrocco, Pierce  
Larry Pimental, PES  
Stephanie Syre-Hager, AES  
Nicole Pease, DCS

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

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

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

**a. April 16, 2019**

Stephan Morrissey moved to approve the minutes of April 16, 2019. Jerry Wilson second. Rich moved to amend the minutes to on page 2 to change the word "physical" to "fiscal". Second. Unanimous on amendment. Kristen Reilly abstained. All else 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) Notice of Co-Curricular Stipends**

Tim Markley referenced the resignations of Taylor Koban, SMS, and Jack Nichols, CVHS.

Stephan Morrissey moved to accept the nominations as reported. Dick Dunning second. Unanimous.

Nominations: Molly Moore Lazar, AES; Hannah Shepherd, CVES; Daniel Record, CVHS.

Stephan Morrissey moved to accept the nominations as presented. Jerry Wilson second. Unanimous.

Notification July 2019:

Mark Schaub, District Systems Administrator.

Stephan Morrissey approved the notification. Dick Dunning second. Kimberly shared information on Mr. Schaub. Unanimous.

Notice of Stipend for Paul Finley, Boys Freshman Lacrosse; notification only.

**2) Job Description (2<sup>nd</sup> Read/Approval)**

**a. Title I Project Manager**

**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.*

- b. Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator-High School

**Stephan Morrissey moved to approve the job descriptions as presented. Dick Dunning second. Unanimous.**

- 3) Job Description (1<sup>st</sup> Read)
  - a. Special Education Teacher
  - b. Preschool Teacher
  - c. District/Community Preschool Case Manager

Tim Markley referenced these job descriptions for first reads.

**b. Field Trip Requests (Board Vote Required)**

- 1) South Meadow School – grade ILS students will travel on June 6-7, 2019 by van to UNH, Durham, NH to compete in the summer Special Olympics.

**Stephan Morrissey moved to approve the field trip request. Dick Dunning second. Unanimous.**

**c. Accept Gift/Donation (Board Vote Required)**

- 1) Dublin Consolidated School requests authorization to accept a gift/donation totaling \$1,000.00 from the Charter Trust Company (Dublin Trust) c/o Bill Goodwin, for the purpose of 5<sup>th</sup> grade farewell and field trips.

**Stephan Morrissey moved to approve the donation with thanks. Dick Dunning second. Unanimous.**

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

**a. Monthly Events Calendar**

No changes were made to the monthly calendars.

**b. May 1, 2018 Enrollment Update**

Kimberly Saunders noted enrollment information.

**c. NHDOE IDEA School Determinations**

Kimberly referenced a letter from the DOE; we meet or exceed all of the requirements for IDEA.

**7. Reports**

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

Molly Janoch reported that AP exams started this week. This week is Spirit Week, which has been fun. This Saturday is Prom at the Keene Country Club. German Students went to Austria, Germany, and Iceland over break.

**b. Teacher Representative – Asher MacLeod**

Asher MacLeod reported that it is teacher appreciation week. He also noted that it is Prom weekend and urged students to be safe.

**c. Selectmen's Advisory Committee – Tim Theberge**

Tim Theberge reported that there was a round table discussion about big events happening in the district towns. Discussion took place about the schedule of payments due from the towns. Discussion also took place about what shared needs the group could work on; broadband internet was the focus. The group will look further into a multi-town collaborative to pursue.

Myron Steere said that the need to have a consultant work on consolidation using unreserved funds was discussed as well. John Jordan said that it needs to be funded.

Rich Cahoon asked if there was a scope of work for this. Tim Theberge said that it was a surface discussion. Absent a scope of work, it is hard to obtain a quote for this work.

Bernd Foecking said that before we discuss how much we want to spend on a consultant; the first questions pertain to the towns. What is the suggested timeline for coming up with a scope of work? Myron Steere said that it will come under "new business" on a future agenda.

**8. Old Business**

None.

**9. New Business**

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

- EEAG: Use of Private Vehicles to Transport Students and for Other School Purposes
- JICDD: Student Discipline Out-Of-School Actions

Rich Cahoon referenced the job descriptions for a first read.

#### **b. Expenditure Report**

David Jack reported that the balance available is getting to be less. Ensuring all of the authorizations are completed is underway. Working with schools to close purchase orders is also underway. Having as little unfinished business as possible is the goal.

Rich Cahoon asked about lines 734 and 738 – are we waiting on a purchase order or did we not purchase? David said that not all will be spent, some is related to chrome books and some is related to a sound system.

The 610 line still has \$250K remaining. David Jack said that not all of that line will be spent.

Tim Theberge asked what statistical services are. Kimberly Saunders said that certain software are used for data.

Tim Theberge asked about the unemployment line; he thought that municipalities didn't have to pay in until there was an actual event. This is related to Primex. Most local governments self-insure. David Jack agreed to check.

#### **c. Dublin Consolidated School 5<sup>th</sup> Grade**

**Stephan Morrissey moved to shift this discussion on policy to the education committee for review and come back with a recommendation. Tim Theberge second.**

Rich Cahoon asked what the question being asked of Ed Committee is. Myron said that for consistency across the district, the discussion is on how 5<sup>th</sup> grade at DCS should be handled. Jerry Wilson said that the question is should fifth grade remain at DCS or should all fifth grades go back to the elementary schools.

Dick Dunning said that if the 4/5 combination at DCS has 6 fifth grade students, DCS could have a 3<sup>rd</sup>/4<sup>th</sup> grade with 18 kids.

Bernd Foecking said that even with the fifth grade at DCS, we would not need an extra teacher.

Kristen Reilly asked if we are only talking about DCS.

Rich said that the question really is about 5<sup>th</sup> grade at DCS.

Further discussion will take place in non-public.

**Stephan Morrissey moved to table further discussion until after non-public. Dick Dunning second. Unanimous.**

#### **d. Antrim Gym Floor Request**

Bob Edwards said that a meeting to discuss a mechanism for the proper procedure for requests is in the planning; the floor ties in. An Antrim Trust Fund was noted.

Kimberly Saunders asked which Trustees of the Trust Funds manage these funds. Bob said that RBC is the firm that manages. Kimberly said that she is unaware of this fund.

Bob said that funds are managed by RBC but money belongs to the Town of Antrim. The funds came to the district to be managed in terms of balances. They are trust funds from the Town of Antrim.

Kimberly agreed to look into.

Bob said that typically, the two school principals make a recommendation for use of these funds.

Kimberly said that if Antrim is sending money every year, she assumes the town is tracking it. Bob confirmed.

David Jack and Bob Edwards agreed to connect for further discussion.

Jim Fredrickson said that he would like to understand the nature of the trust fund before meeting about the gym floor.

#### **10. Public Comment**

None.

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

David Jack certified that two manifests; the first totaling \$643,328.08 and the second totaling \$378,297.95 as well as Payroll totaling \$1,771,893.72 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. Dick Dunning second. Unanimous.**

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

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

##### **b. Negotiations**

##### **c. Legal**

**Stephan Morrissey moved to enter non-public session in accordance with RSA 91-A:3,II for matters of legal, negotiations, and personnel at 7:48 p.m. Dick Dunning second. Unanimous on a roll call vote.**

**Stephan Morrissey moved to exit non-public session at 8:56 p.m. Dick Dunning second. Unanimous.**

**Stephan Morrissey moved to seal the minutes of non-public session for a period of ten (10) years. Jerry Wilson second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

**CONTOOCCOOK VALLEY SCHOOL DISTRICT**

**May 21, 2019  
Personnel Agenda**

**Nominations July 2019:**

**AES**

Emily Hartshorne	Gr. 1 Teacher	\$76,579
------------------	---------------	----------

**GES**

Amelia Barnes	Gr. 1 Teacher	\$55,940
---------------	---------------	----------

**HES**

Jennifer Hart	Gr. 4 Teacher	\$50,883
---------------	---------------	----------

**CVHS**

Alexis Harris	English Teacher	\$49,198
Sara King	Social Studies Teacher	\$45,827

**Resignations June 2019:**

**CVHS**

Krystal Morin	Music Teacher
---------------	---------------

**Co-Curricular Stipends:**

**See Attached**

## NOTICE OF STIPEND POSITIONS

### Supplemental

First	Last	DAC	Position	Stipend Amt	FTE
Mary	Goldthwaite-Gagne	CVHS	Block 5 Women's Studies	\$2,000.00	1
Eric	Bowman	CVHS	Block 5 Women's Studies	\$2,000.00	1
Karrie	Mitschmyer	CVHS	Block 5 Yearbook Semester 2	\$2,000.00	1

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

**DRAFT**

---

**POSITION TITLE:**           **Special Education Teacher**

**SUPERVISOR:**               **Building Principal and Director of Special Education**

**QUALIFICATIONS:**

- New Hampshire DOE Special Education certification
- Bachelor's degree from an accredited college or university in Special Education or related discipline applicable to assignment
- Master's Degree in related area preferred
- One to three years of successful prior experience for the appropriate grade levels preferred. Experience teaching students with intellectual disabilities, physical impairments and social-emotional and behavioral challenges is preferred
- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of the state curriculum standards as they apply to students with intellectual disabilities
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)
- Possess an understanding of the requirements of the Alternative Portfolio

**SUMMARY:** Under the general supervision of the School Principal and Director of Special Education, the teacher will maximize the learning experience of students with special needs, in academic skills, interpersonal skills and activities of daily living, and social-emotional and behavioral skills, by implementing district approved curriculum; documenting teaching and student progress/activities and outcomes; addressing student specific needs; providing a 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 special education principles, theories, testing, methods as well as proven methods of maximizing the educational experience of students with special needs
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- 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

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- Ability to communicate effectively with students, staff 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
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process

## **DUTIES AND RESPONSIBILITIES:**

### **Case Management:**

- Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning
- Case manages and facilitates the Independent Education Plan (IEP) process: Referral, eligibility determination, IEP development and placement
- Assists students and teaching staff in implementing student IEP's and behavior management plans
- Develops and administers school curriculum consistent with school district initiatives, and goals and objectives
- Serves as ready resource to students and parents to provide special education support that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school for students on the caseload
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed

### **Instruction:**

- 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, including data collection of student learning in the educational setting
- Provides a range of purposefully and intentionally designed instructional practices in collaboration with classroom teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and when necessary provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting
- Conducts individual and small group instruction as needed and appropriate
- IEP's for caseload students will be developed by the special education teacher and the IEP team and shared with all relevant staff members
- Encourages parental involvement in students' education and ensures effective communication with students and parents on their caseload

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*



- Assists the classroom teacher in ensuring 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 administrators and other teaching staff members to ascertain individual student's abilities and advocates for student on the caseload

#### **Professional Responsibilities:**

- Participates in faculty meetings and committees
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records
- Supervises students in activities that take place out of the classroom during the school day, may include activities involving school transportation
- 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, keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws
- Reporting for all student activities, achievement and attendance as required by district procedures and applicable laws

Performs other position related tasks or services as may be assigned by the School Principal or Director of Special Education or 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.

#### **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.
- 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.

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- 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).

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

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

**DRAFT**

---

**POSITION TITLE:**           **Preschool Teacher**

**SUPERVISOR:**             **Director of Special Education**

**QUALIFICATIONS:**

- New Hampshire DOE Early Childhood Special Education and Early Childhood Education certification
- Bachelor's degree from an accredited college or university in Early Childhood Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

**SUMMARY:** Under the general supervision of the Director of Special Education, to facilitate student success and growth in activities designed to promote social, social-emotional, behavioral, physical, and intellectual growth, 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 for preschool age children
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- Knowledge of preschool 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, including familiarity with the process special education process.
- Ability to communicate effectively with students, staff, and parents
- Ability to engage in self-evaluation with regard to performance and professional growth
- Ability to establish and maintain relationships and work collaboratively with a variety of colleagues.
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)

## **DUTIES AND RESPONSIBILITIES:**

### **Case Management:**

- 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
- Provides case management duties for special education students in the preschool setting
- IEP and 504 plans for caseload students are to be read and implemented

### **Instruction:**

- 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, including data collection of student learning in the educational setting
- Provides a range of purposefully and intentionally designed instructional practices in collaboration with classroom teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and, when necessary, provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting
- Conducts individual and small group instruction as needed and appropriate
- IEP's for caseload students will be developed by the special education teacher and the IEP team and shared with all relevant staff members
- Encourages parental involvement in students' education and ensures effective communication with students and parents on their caseload
- Assists the classroom teacher in ensuring 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

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and advocates for student on the caseload
- Encourages parental involvement in students' education/development and ensures effective communication with students and parents
- Coordinates with other preschool professional staff members, 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
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation
- Organize and lead activities designed to promote physical, mental and social, emotional and behavioral development
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.

#### **Professional Responsibilities:**

- Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists
- Meet with parents and guardians to discuss their children's progress and needs, determine their priorities for their children, and suggest ways that they can promote learning and development
- 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 or services as may be assigned by the School Principal or Director of Special Education or 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.

#### **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:**

- Frequently, 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.

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- Frequently, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequently, 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).

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

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

**DRAFT**

---

**POSITION TITLE:** District/Community Preschool Case Manager

**SUPERVISOR:** Director of Special Education

**QUALIFICATIONS:**

- New Hampshire DOE Early Childhood Special Education and Early Childhood Education certification
- Bachelor's degree from an accredited college or university in Early Childhood Education or related discipline applicable to teaching assignment
- Master's Degree in related area preferred
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

**SUMMARY:** The preschool consultant provides case management, instructional and consultative services and support to district and community preschool programs.

**KNOWLEDGE, SKILLS and ABILITIES**

- Knowledge of current teaching methods and educational pedagogy
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- Knowledge of preschool 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, staff, 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
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process
- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)

*1<sup>st</sup> Read: 5/7/2019  
Approval:  
Revision:*

## **DUTIES AND RESPONSIBILITIES:**

### **Case Management and Consultation:**

- Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning
- Case manages and facilitates the Individual Educational Plan (IEP) process: Referral, eligibility determination, IEP development, and placement for preschool students in community preschool programs and service provider locations
- Assists teaching staff in implementing students IEP's and behavior management plans in the community preschool programs
- Develops and administers school curriculum consistent with school district initiatives, goals and objectives to community preschools
- Serves as ready resource to students and parents to provide special education support that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school for students on the caseload.
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed
- Consultation and case management is provided to special education students in all of the districts community preschools including Head Start
- Maintains files for students in the special education process and on consultant's caseload
- Maintains communication with parents of case managed and in process students
- Consult with community staff to ensure progress toward IEP goals and objectives
- Maintain record keeping and progress for preschool aged students receiving Response To Intervention
- Provide support materials and resources to community staff in order to facilitate student achievement
- Complete Preschool Outcome Measures (POMS) data at entrance into preschool and exit from preschool
- Encourages parental involvement in students' education/development and ensures effective communication with students and parents
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation

### **Instruction:**

- Provides individual and group instruction of IEP related special education services to student in community preschool programs.
- Provides a range of purposefully and intentionally designed instructional practices and activities in collaboration with teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and, when necessary, provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting in district and community preschools.

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*



**Professional Responsibilities:**

- Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists
- Meet with parents and guardians to discuss their children's progress and needs, determine their priorities for their children, and suggest ways that they can promote learning and development
- 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
- Develop and maintain a relationship with community program staff
- Organizes and maintains a system for accurate and complete record-keeping
- Administers standardized tests in accordance with district testing programs
- Coordinates with other preschool professional staff members, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Participate in PLC meetings involving the Conval preschool evaluation team; district preschool teachers, coordinator and related services staff
- Coordinates with other preschool professional staff members, to evaluate and assess curriculum, and participates in faculty meetings and committees

Performs other position related tasks or services as may be assigned by the School Principal or Director of Special Education or 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.

**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.
- 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.

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

- 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).

*1<sup>st</sup> Read: 5/7/2019*

*Approval:*

*Revision:*

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

Dr. 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: Hancock Elementary School  
DATE: 5/13/19  
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Hancock School requests authorization to accept from:

Name/Address: The Trustees of the Hancock Trust Funds

the following gift/donation of: Check paid directly to the vendors valued at \* \$ 3134.50  
(by the Trust)

for the purpose of: All School field trip to the Montshire Museum including coach bus transportation

\*All checks, upon receipt, should be sent to Accounts Receivable at the SAU Office.

[Signature]  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received 5-15-19

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

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

Date Check Received by SAU: \_\_\_\_\_

NEW HAMPSHIRE PUBLIC SCHOOLS  
SCHOOL ADMINISTRATIVE UNIT #1

CONTOOCCOOK 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 Allwarden  
Assistant Superintendent of Schools  
[aallwarden@conval.edu](mailto:aallwarden@conval.edu)

TO: Contoocook Valley School Board

FROM: Michele Brezovec

DATE: MAY 16, 2019

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The SOUTH Meadow School requests authorization to accept from:

Name/Address: DonorsChoose, 134 West 37<sup>th</sup> Street,  
11<sup>th</sup> Floor, New York, NY 10018

the following gift/donation of: 3D printer, filament, EV3 intelligent brick, Large Servo Motor, Medium Servo Motor valued at \$ 754.88

for the purpose of: STEM/STEAM  
Robotics & EHP classes.

  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received 5-17-19

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

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

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

# May 2019

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

# June 2019

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

## **EEAG – Use Of Private Vehicles to Transport Students and for Other School Purposes**

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. Nothing in this policy shall prohibit a parent or guardian from transporting their child to or from school for daily attendance. Nothing in this policy shall limit the authority of the Superintendent or his/her designee from contracting with a private vendor to provide student transportation in a manner consistent with the laws of the State.

The Board specifically forbids any employee to transport students, except the employee's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Any employee seeking such permission shall be required to provide proof of a valid driver's license, (one not subject to suspension) and to disclose whether in the past ten (10) years they have been convicted of reckless operation of a motor vehicle, driving under the influence of intoxicating liquors or controlled drugs, prescription drugs, over-the-counter drugs, or any other chemical substances, natural or synthetic. Permission shall not be granted to any employee who lacks a valid driver's license free of suspension, or who has been convicted of the aforementioned offenses. Individuals providing unauthorized student transportation do so without District permission and at their own risk, expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$300,000 Combined Single Limit, provide a Certificate of Insurance naming the District as an Additional Insured and be a designated volunteer. The District will maintain liability insurance, which shall be deemed in excess of the owner's primary insurance for authorized student transportation.

To use a private vehicle for other school purposes, the employee must have the written permission of the Superintendent or his or her designee. Any employee seeking such permission shall be required to provide proof of a valid driver's license, (one not subject to suspension) and to disclose whether in the past ten (10) years they have been convicted of reckless operation of a motor vehicle, driving under the influence of intoxicating liquors or controlled drugs, prescription drugs, over-the-counter drugs, or any other chemical substances, natural or synthetic. Permission shall not be granted to any employee who lacks a valid driver's license (one free of suspension). Permission shall not be granted to any employee or who has been convicted of the aforementioned offenses unless the employee provides the Superintendent or his/her designee with clear and convincing evidence of mitigating circumstances post-conviction, whereupon permission may be granted to the employee to use a vehicle for other school purposes, but not for student transportation.

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

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

## **EEAG – Use Of Private Vehicles to Transport Students and for Other School Purposes**

The employee who transports a student without the authorization described above shall be deemed to have acted outside the scope of their authority and the district shall assume no responsibility for indemnification of the employee in the event of a third party claim arising from an accident. The Board specifically forbids any employee to transport students for school purposes without prior authorization by the Superintendent or his or her designee, except in the case of an imminent health or safety emergency involving a student where no other emergency transportation alternative is available. In such an event, the employee shall immediately report the circumstances to the Superintendent or his/her designee.

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

Reimbursement for use of private vehicles will be made only when the staff person has prior approval of the responsible administrator and any reimbursement shall be subject to any other applicable reimbursement policies and requirements of the District.

### **Legal References:**

*New Hampshire Code of Administrative Rules Section Saf-C 1304.05, Exemption From School Bus Driver's Certificate*  
*NH RSA 259:96-a.*  
*NH RSA 189:6-c.*

**Category: R – Recommended**

*First Read: May 7, 2019*

*Second Read: May 21, 2019*

*Adopted:*



## JICDD – Student Discipline Out-Of-School Actions

The ConVal School Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, during bussing times;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, during bussing times;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities or the safety or welfare of the student body.

### Cyber-Bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account.

However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

### Legal References:

*RSA 189:70, Educational Institution Policies on Social Media*

*Revised: September 2015*

*Revised: May 2006, August 2007, August 2008, September 2010*

**Category:** *Recommended*

*See Also JIA, JIC, JICK*

*First Read: May 7, 2019*

*Second Read: May 21, 2019*

*Adopted:*

## **ADB – Drug-Free Workplace/Drug-Free Schools**

### **A. Drug-Free Workplace**

1. All District workplaces are drug- and alcohol-free and are designated part of the Drug-Free School Zone under state law. All employees and contracted personnel are prohibited from:
  - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance, including any regulated cannabis infused product or any drug while on or in the workplace, including employees possessing a "medical marijuana" card.
  - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
  - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
  - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
  - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
  - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
  - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

### **B. District Action Upon Violation of Policy**

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully

## **ADB – Drug-Free Workplace/Drug-Free Schools**

complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The ConVal Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action shall be applied consistently and fairly with respect to employees of the District and/or contractor personnel, as the case may be.

### **C. Drug-Free School Zone**

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone" at any time during the year. The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

### **D. Implementation and Review**

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

### **E. Security of Prescribed Medications**

Employees are responsible for maintaining the security of all prescribed medications ("medication") while in the employ of the District. Employees shall only maintain on their person such medications as they may be required to self-administer during the school day. Except in the case of a medical emergency, employees shall not self-administer medication in the presence of students. Employees shall keep medications on their person or temporarily locked in their desk or other secure location during the school day. Employee medications shall not be stored overnight on school property. At no time shall employee medications be visible or left unattended and accessible to students.

## **ADB – Drug-Free Workplace/Drug-Free Schools**

### **Legal References:**

- 41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients
- RSA Chapter 193-B Drug Free School Zones
- RSA 126-X:3, Use of Cannabis for Therapeutic Purposes

*Category: Priority-Required by Law*

*Identical Policy: GBEC*

*Related Policy: JICH*

*First Read: May 21, 2019*

*Second Read:*

*Adopted:*

## **GBEC – Drug-Free Workplace/Drug-Free Schools**

### **A. Drug-Free Workplace**

1. All District workplaces are drug- and alcohol-free and are designated part of the Drug-Free School Zone under state law. All employees and contracted personnel are prohibited from:
  - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance, including any regulated cannabis infused product or any drug while on or in the workplace, including employees possessing a "medical marijuana" card.
  - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
  - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
  - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
  - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
  - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
  - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

### **B. District Action Upon Violation of Policy**

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully

## **GBEC – Drug-Free Workplace/Drug-Free Schools**

complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The ConVal Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action shall be applied consistently and fairly with respect to employees of the District and/or contractor personnel, as the case may be.

### **C. Drug-Free School Zone**

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone" at any time during the year. The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

### **D. Implementation and Review**

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

### **E. Security of Prescribed Medications**

Employees are responsible for maintaining the security of all prescribed medications ("medication") while in the employ of the District. Employees shall only maintain on their person such medications as they may be required to self-administer during the school day. Except in the case of a medical emergency, employees shall not self-administer medication in the presence of students. Employees shall keep medications on their person or temporarily locked in their desk or other secure location during the school day. Employee medications shall not be stored overnight on school property. At no time shall employee medications be visible or left unattended and accessible to students.

## GBEC – Drug-Free Workplace/Drug-Free Schools

### Legal References:

- 41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients
- RSA Chapter 193-B Drug Free School Zones
- RSA 126-X:3, Use of Cannabis for Therapeutic Purposes N.H. Admin. Code, Ed. Part 316

*Category: Priority-Required by Law*

*Identical Policy: ADB*

*Related Policy: JICH*

*First Read: May 21, 2019*

*Second Read:*

*Adopted:*

## JLD – School Counseling Program

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

The program will include the following:

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

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

Notice is given that the services provided by the school counselor are not a substitute for appropriate outside clinical or therapeutic mental health services. The School Board acknowledges that nothing in this policy shall be deemed to supplant or replace the fundamental responsibility of parents and guardians to ensure that when necessary their child receives appropriate mental health services.

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

### **Legal References:**

*Ed 306.39, School Counseling Program*

*Category: Recommended*



## **JLD – School Counseling Program**

*First Read: May 21, 2019*

*Second Read:*

*Adopted:*