

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

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, August 20, 2019

School Board Meeting

SAU Office

7:00 p.m.

AGENDA

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
 - a. July 23, 2019 (pg. 1-4)**
- 3. Approval of Manifests (Board Vote Required)**
- 4. Expenditure and Encumbrance Report (Board Vote Required) – David Jack**
- 5. Points of Pride**
- 6. Public Comment**
- 7. Consent Agenda**
 - a. Personnel (pg. 5-20)**
 - 1) Job Descriptions – 1st Read
 - a. Student Support Counselor
 - 2) Job Descriptions – 2nd Read (Board Vote Required)
 - a. Tutor
 - b. 504 Interventionist
 - c. School Counselor
- 8. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 21-22)**
 - b. August 1, 2019 Enrollment Update**
 - c. School Opening**
 - d. Bus Routes & Policy EEA (pg. 23-24)**
 - e. SAU/Superintendent Goals Update**
- 9. Reports**
 - a. Teacher Representative – Asher MacLeod**
- 10. Old Business**
 - a. 2nd Read/Adoption Policy (Board Vote Required)**
 - IGE: Parental Objections to Specific Course Material (pg. 25)
 - KEC: Instructional and Educational Media (pg. 26-27)
- 11. New Business**
 - a. 1st Read Policy**
 - JICD: Student Discipline and Due Process (pg. 28-33)
 - JRA: Student Records and Access – FERPA (pg. 34-40)
 - b. Rescind Policy (Board Vote Required)**
 - KLB: Public Complaints about the Curricula or Instructional Materials (pg. 41-42)
 - c. Student Handbooks (Board Vote Required)**
 - 1) Pierce Elementary School
 - 2) 1:1 Student Handbook
- 12. Public Comment**
- 13. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Personnel**
- 14. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Legal**

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Rd.

Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, July 23, 2019

School Board Meeting

SAU Office

Immediately Following Public Hearing

Minutes

BOARD

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

ADMINISTRATION

Dr. Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
David Jack, Interim B.A.
Cari Christian-Coates, Student Serv.
Mark Schaub, Technology
Stephanie Syre-Hager, AES
Jim Elder, GBS
Colleen Roy, GES
Nicole Pease, DCS
Anne O'Bryant, SMS
Amy Janoch, HES
Larry Pimental, PES
Lexy Heatley, GBS

1. Call to Order and Pledge of Allegiance

Myron Steere called the meeting to order at 7:11 p.m. The Pledge of Allegiance was recited.

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

a. June 18, 2019

Stephan Morrissey moved to accept the minutes of June 18, 2019. Dick Dunning second. Rich Cahoon and Kristen Reilly abstained. All others in favor. Motion carried.

3. Approval of Manifests (Board Vote Required)

David Jack certified that the manifests listed by number for FY'19 totaling \$1,061,281.42 and Payroll FY'19 totaling \$3,363,962.96 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.

David Jack certified that the manifests listed by number for FY'20 totaling \$285,263.03 and Payroll FY'20 totaling \$368,775.18 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.

4. Points of Pride

Dick Dunning reported Leah Stone won first place in the nation at the Educators Rising Competition in the interviewing category. Janine Lesser said that Sarah Grossi is in the running as a finalist for Teacher of the Year.

5. Public Comment

Senator Jeanne Dietsch, shared news about the budget and distributed a copy of monies that would have come to the district had the budget been signed. The Governor vetoed the budget. Senator Dietsch said that the business tax cut was apparently more important than passing the budget. Future meetings are scheduled for further discussion at the State level.

6. Consent Agenda

a. Personnel

1) Justification for Staffing Increase (Board Vote Required)

Kimberly Saunders referenced a justification for a position at SMS. She reported that the program is over capacity.

Linda Quintanilha asked about the statement in the justification that reads "more than 60% with their peers".

Cari Coates said that it can be called self-contained if it is 60% or more of the day.

How many students are not in their home school setting? Three was the response.

Cari Coates said that what is looked at is if a program needs to be added at GBS or reinforce the program at SMS. These three students rise to the level of need from a specialized program.

Linda Quintanilha said that she finds it hard to believe that 12 students are from SMS and only 3 from GBS. We need to look at what is happening at SMS for inclusion.

Cari said that one of the qualifying factors is disability. The kids are identified with an intellectual disability (I.D.). The population with that I.D. is heavier at SMS.

What is the percentage of kids at GBS that have I.D. diagnosis and what is it at SMS?

Stephan Morrissey moved to approve the staffing increase as requested. Rich Cahoon second. Unanimous.

2) Resignations and Approved by Superintendent July 2019

Stephan Morrissey moved to accept the resignation of Karen Freedman, SMS School Nurse. Tim Theberge second. Unanimous.

Stephan Morrissey moved to accept the resignations of Tracy Jones, SMS Science Teacher. Rich Cahoon second. Unanimous.

Tim Markley noted five positions that have been hired for and approved by Kimberly Saunders:

Ashlyn Wing, BES Special Education Teacher
Kathryn Artzerounian, SMS Special Education Teacher
Meaghan Kilban, SMS Grade 7 Math Teacher
Brian Moore, CVHS Music Teacher
Sarah Gilpatrick, CVHS Math Teacher

Stephan Morrissey moved to approve the nominations as presented. Dick Dunning second. Rich Cahoon abstained. All others in favor. Motion carried.

Tim Markley referenced the job description for the position of School Counselor for a first read.

7. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

1) Education Meeting (During Business Hours)

Jerry Wilson asked Education Committee members to send Ann Forrest and him items for future Education Committee meeting agendas. A meeting was scheduled for Monday, July 29th at the SAU Office.

2) School Board Retreat – August 10, 2019

The School Board Retreat was confirmed for August 10th.

b. July 1, 2019 Enrollment Update

Tim Markley noted that Kindergarten numbers reflect registered students. More may be coming. In addition, PES has three teachers, which changes the ratio.

Dick Dunning asked about DCS grades 4 and 5. Kimberly said that all fifth grades students from DCS will attend SMS in the upcoming year.

Nicole Pease said that there will be three classroom teachers and she will be a teaching principal teaching math. In addition, there is one para. Other staffing and student ratios were noted.

Dick Dunning shared his concerns with different staffing structures throughout the district. When is small too small? When will the board take a stand? He was unsure if low numbers are the best for students.

Rich Cahoon said that teaching principals get a para, why does DCS have one given the shift in structure?

c. Accept Gift/Donation (Board Vote Required)

- 1) ConVal High School requests authorization to accept a gift/donation of Coach Communication Headsets valued at \$3,325.00 from the ConVal Cougars Football Boosters for the purpose of game time communication between coaches.

Stephan Morrissey moved to accept the gift with gratitude. Dick Dunning second. Unanimous.

d. Antrim Bus Route – Policy EEA

Kimberly Saunders noted that Policy EEA is in tonight's packet. Concerns about students who are walking to school in Antrim have been expressed. Kimberly said that she is actively working on this.

Crista Salamy reported that she has received letters of concern about bus stops and potential elimination of stops.

e. Request from Football Boosters - Policies KMB and KHB

Kimberly reported receiving a request from the Football Boosters to hang a Dick's Sporting Goods sign. She has spoken with the boosters club and did not want the board to be surprised about the banner.

8. Reports

a. Teacher Representative – Asher MacLeod

None.

b. Selectmen's Advisory Committee – John Jordan

None.

9. Old Business

a. Purchase Order Requests for Encumbrances FY'19 – Tim Grossi

Tim Grossi proposed purchase order requests for FY'19 in the amount of \$147,000.

This amount, should the Board approve, would be added to the overall encumbrances that are proposed for carryover into FY'20. Last summer, his department took on the chemistry lab project which resulted in a redirection in the priority of work. The list reflects projects that were not able to be completed as a result. Funds need to be encumbered so that this work can take place the current year.

Tim Theberge asked what fund this is coming from.

David Jack said that this is FY'19 money and a board vote would be required. It would be moved into FY'20, which will increase the budget by the amount voted. It doesn't cost any more money.

Tim Theberge said that his concern is moving it into a future year. It is now July, is the board simply approving things accrued up to June 30th?

Kimberly Saunders said that they have been assigned, budgeted, and encumbered. The work could not be completed. Administration cannot move these dollars from one year to another. The board can vote to do so. We cannot have an unassigned fund balance.

Tim Theberge said that he does not understand how this money is not owed back to the taxpayers.

John Jordan said that he called the DRA, encumbrances can only be made for legally enforced obligations.

Kimberly Saunders said that these have been encumbered for a significant amount of time. These funds have been encumbered since October and the board has accepted the expenditure report every time it has come before the board. The difference is that we want to approve these encumbrances into FY'20.

Rich Cahoon asked if what is being asked is to approve purchase orders against pre-existing encumbrances. Confirmed.

David Jack said that the encumbrances promise the funds to be spent for a specific need. When you get to the end of the year, we are allowed to roll over into the following year. It is a standard procedure.

Rich Cahoon said that if we want to get legal advice, we should pursue, but he felt that the board can figure this out.

Discussion took place.

Dick Dunning said that the facilities crew took on the chemistry lab project which resulted in their not being able to complete other projects.

Linda Quintanilha moved to table this discussion until legal counsel is sought. Janine Lesser second.

A two minute break was taken at 7:33 p.m.

Kimberly Saunders returned from break and said that Administration has withdrawn their request for the encumbrances.

A Public Hearing will take place at the next Board Meeting to withdraw funds from the Building and Maintenance Trust Fund.

Dick Dunning said that there is a motion to table that needs to bring to closure.

Unanimous opposed to tabling the discussion. Motion carried not to table the discussion.

Dick Dunning said that we have already allocated money for these purposes and now we are going to take funds from a trust that are designated for another purpose. Dick said that he would rather motion to approve the request as originally presented.

Stephan Morrissey moved to approve the encumbrances of \$147,000 for FY'19. Dick Dunning second. Unanimous.

b. FY'19 End of Year Budget Report – David Jack

David Jack reported a balance of \$1,466,484.05 has not been spent. This is what will be used to start to fund trust funds voted. As a result, the unreserved balance will be \$600-\$700K.

c. Rollover FY'19 Encumbrances (Board Vote Required) – David Jack

David Jack reported that \$541,072.76 represents all of the requests for rollover which have been divided out in two pieces at the direction of our auditors. These funds have been encumbered for at least one year in most cases. The date of the P.O. can be seen. RSA32:7 is the law. The total amount we are looking at is \$541,072.76 which represents \$92,096.42 from FY'18 and \$448,976.34 from FY'19.

This work could not be done and time is available now. Having the School Board vote provides transparency.

David noted \$100K for the P.A. System as an exception because a vendor could not be selected.

Rich Cahoon moved to approve the FY'19 rollover of encumbrances as presented. Dick Dunning second.

Tim Theberge opposed. All others in favor. Motion carried.

d. Trust Funds – Closeout of Science Lab Project (Board Vote Required) – David Jack

David Jack reported that \$30,624.98 remains in this account. A vote to return this amount back to the trust fund is asked.

Stephan Morrissey moved to return \$30,624.98 back to the building capital reserve trust fund. Dick Dunning second. Unanimous.

Mark Schaub spoke about a purchase request recommendation. An RFP has been posted on the website. WCA is requested and recommended as the low bidder for HP ProBooks.

The second purchase request is for SMARTBoard/Projectors; low bidder is WCA for a total of \$15,320.58. **Stephan Morrissey moved to accept the recommendations as presented. Tim Theberge second. Kristen Reilly abstained. All else in favor. Motion carried.**

e. 2nd Read/Adoption Policy (Board Vote Required)

- DFA: Investment

Linda Quintanilha moved to adopt Policy DFA as presented. Rich Cahoon second. Unanimous.

- GBA: Equal Opportunity Employment

Linda Quintanilha moved to adopt Policy GBA as presented. Rich Cahoon second. Unanimous.

- IMBD: High School Credit for 7th/8th Grade Coursework

Linda Quintanilha moved to adopt Policy IMBD as presented. Rich Cahoon second. Unanimous.

10. New Business

a. 1st Read Policy

- KEC: Instructional and Educational Media

Rich Cahoon noted Policy KEC for a first read.

b. Rescind Policy (Board vote required)

- KLB: Public Complaints about the Curricula or Instructional Materials

Policy KLB cannot be rescinded until after Policy KEC is adopted.

c. FY'20 Expenditure Report – David Jack

Stephan Morrissey moved to approve the Expenditure Report as presented. Linda Quintanilha second. Unanimous.

d. Student Handbooks (Board Vote Required)

Dick Dunning moved to approve the Student Handbooks for both AES and GBS. Stephan Morrissey second.

Linda Quintanilha asked how a policy of “no gum” would impact a student with the ability to chew gum in an IEP. Teachers get to make individual decisions.

Unanimous.

11. Public Comment

None.

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

a. Personnel

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

a. Legal

Stephan Morrissey moved to enter into non-public session for matters of Personnel and Legal at 8:20 p.m. Tim Theberge second. Unanimous on a roll call vote.

Linda Quintanilha moved to exit non-public session at 8:57 p.m. Stephan Morrissey second. Unanimous.

Stephan Morrissey moved to seal the minutes of non-public session for the first personnel session for a period of 5 years, the second personnel session for a period of 5 years, and the third personnel session in perpetuity. Tim Theberge second. Unanimous.

Stephan Morrissey moved to accept the resignation of Karen Freedman. Linda Quintanilha second. Unanimous.

Stephan Morrissey moved to direct the Chairman of the Board to sign the Superintendent's contract. Unanimous.

Linda Quintanilha motioned to adjourn at 8:59 p.m. Second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

POSITION TITLE: *Student Support Counselor*

SUPERVISOR: Director of School Counseling (CVHS)

QUALIFICATIONS:

- Master's Degree in counseling, social work, psychology, or a related field.
- At least one year of experience providing crisis intervention, counseling and support in regard to other mental health related issues included but not limited to substance use prevention for middle and/or high school students; or an equivalent combination of education and experience that would provide the noted knowledge, skills, and abilities.

SUMMARY:

The Student Support Counselor is a school-based position providing intervention and referral services to high school students who are actively at risk for a variety of behaviors and problems, including mental health issues, family problems, school behavior/performance problems, substance use issues, etc. The Student Support Counselor works collaboratively with all staff to provide a climate of social emotional support that enables students to take learning risks consistent with the educational, social emotional, career and transitional goal of all students.

DUTIES AND RESPONSIBILITIES:

- Screen all referred adolescents and make effective internal and external referrals (i.e. –community based support services)
- In psycho-educational groups or on a short term individual basis, counsel students in effective techniques for managing stress, peer and family relationships, and other related mental health issues as it related to the students social emotional learning.
- Provide staff development opportunities and training services to members of the school and community in the areas of student support and social emotional learning as it relates to behavior/performance, interpersonal skills as they relate to school functioning, and stress management.
- Maintain positive community relations by working with local and regional coalitions.

1st Read: 8/20/19
Approved:
Revision Approved:

- Develop and maintain relationships with appropriate outside agencies.
- Provide support services to students going to and returning from out of district placement/treatment programs.
- Provide support to parents concerned about their child's social emotional health and behavioral issues.
- Participate in student support teams with other school staff members.
- Establish safe and supportive relationships with students that promote student self-referral to access the support they are needing to be an active positive participant in the school culture.
- Maintain confidentiality.
- Participate in collaborative meetings on a weekly basis.
- Be an active team member in school activities to increase awareness of the student support counselor and maintain and develop effective working relationships with school staff.
- Participate in school-wide development of Tier 1, 2 and 3 interventions designed to increase student awareness and support their social emotional needs as they relate to the educational setting.
- Provide outreach and educational opportunities to parents (articles in school newsletter, presentations to parents, etc.) as it relates to the Student Support Counselor and the support provided for the social emotional learning of students.
- Participate in re-entry meetings, as appropriate, with students returning to school after serving a suspension for violation of school district policies.
- Participate in Student Support Team (SST) meetings.
- Respond to crises when appropriate in a timely manner.
- Complete all necessary paperwork for reporting and other purposes.
- Support administration on truancy issues.
- Work with school administration in regard to issues of attendance and conduct.
- Attend necessary meetings, and follow through with truancy issues with school administration.

Skills Required for: Student Support Counselor

- Ability to engage students in activities related to social emotional learning.
- Fundamental individual and group counseling skills with adolescents.
- Up-to-date knowledge of trends in intervention as it relates to the social emotional learning of students.
- Up-to-date knowledge of evidence-based intervention strategies as it relates to the students social emotional learning.

1st Read: 8/20/19

Approved:

Revision Approved:

- Ability to establish and maintain effective working relationships with students, parents, school staff and outside agency staff.
- Ability to express one's self in writing and present orally in a professional manner.
- Ability to collaborate with school staff in the development and implementation of all-school prevention-and awareness programs.
- Knowledge and understanding of therapeutic techniques and crisis intervention.

OTHER DUTIES AND RESPONSIBILITIES:

- Maintains records, statistics, and outcome data; and completes reports as required by funding sources.
- Participate in supervision with identified supervisors.
- Share performance and outcome data with school staff during an annual review of the Student Support Counselor's activity.
- Provide outcomes for attendance.
- Performs other position related tasks or services as may be assigned by the Director of School Counseling, Director of Student Services 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 REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.

1st Read: 8/20/19

Approved:

Revision Approved:

- 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.

1st Read: 8/20/19
 Approved:
 Revision Approved:

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: 8/20/19
Approved:
Revision Approved:

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

POSITION TITLE: Tutor

SUPERVISOR: Building Principal or Supervising Teacher

QUALIFICATIONS:

- Minimum of a Bachelor's Degree in a related discipline applicable to tutoring assignment.
- Certification in the State of New Hampshire (preferred) *and/or*
- Certification as a teacher in a state other than New Hampshire
- Experience in working with students in a school setting or other setting in which there is interaction with children in the age-range of a public school system *and/or*
- Specialized skills and training that would contribute to working with students in a tutorial relationship
- One or more years of successful prior teaching experience for the appropriate grade level/subject preferred

SUMMARY:

The position of tutor is both part-time and temporary. The position is based upon student needs as indicated in Individual Educational Plans (IEPs), Section 504 Plans, ESL support needs of students, and cases where students are homebound due to medical needs or discipline actions that require tutoring away from the school. Under the general supervision of the School Principal, 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.
- Knowledge of school curriculum and concepts, including all subject matters taught.
- 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 establish and maintain cooperative working relationships with others contacted in the course of work.

1st Read: 7/23/2019

Approval:

Revised:

DUTIES AND RESPONSIBILITIES:

- To provide instructional support to students as directed by the supervising teacher or building Principal or coordinator.
- To instruct/assist assigned student(s) in the course work
- To monitor student(s) behavior as indicated in an individualized educational plan (IEP) or a 504 plan.
- To maintain a log of student performance and/or behavior/assist with grading/process reports by providing input to teacher(s).
- To maintain open communications made by the student(s) educational team/all teachers
- To follow through with recommendations made by the specialists on the student(s) team.
- For homebound/individual programs, tutor will make contact with teacher and provide the teacher(s) with work completed by student at intervals determined by the teacher.
- Administers school curriculum consistent with school district initiatives, goals and objectives, as directed by the teacher.
- Promotes an educational environment that is safe and conducive to individualized and small group instruction, and student learning.
- Implements lesson plans developed by the teacher.
- Teaches all required subject matters as assigned to the grade level, which may include subjects such as; reading, language arts, social studies, mathematics, science, art, health, physical education, and music to pupils in a classroom, utilizing course of study.
- IEP and 504 plans for caseload students are to be read and implemented.
- Ensures effective communication with students and parents through the assigned teacher
- 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 environment.
- Coordinates with other school professional staff members, especially within grade level and specific subjects.
- Organizes and maintains a system for accurate and complete record-keeping, grading

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.
- 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.

1st Read: 7/23/2019

Approval:

Revised:

- 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: 7/23/2019

Approval:

Revised:

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

POSITION TITLE: **504 Interventionist**

SUPERVISOR: **Director of School Counseling**

QUALIFICATIONS.SKILLS:

- Bachelor's degree required, Master's Degree preferred; supplemented with at least three (3) years of related experience.
- Current Teaching Certification from the NH DOE
- Being Highly Qualified in other areas (Math, English, and Social Studies) are highly desirable.
- Knowledge of academic support functions
- Interpersonal/human relation skills
- Verbal and written communication skills
- Ability to relate effectively with students, institutional personnel, and the parents
- Ability to maintain confidentiality
- Ability to instruct
- Commitment to supporting the needs of students
- Ability to create an environment of respect and rapport, manage routines and procedures and contribute to the culture for student instruction and behavior.
- Solid ability to meet deadlines and willingness to participate in a professional community.

SUMMARY:

To improve educational outcomes for all students with 504 plans by providing implementation and support to students, parents, teachers, counselors, and administrators in the eligibility, evaluation, and development of the 504 process for students who are disabled within the jurisdiction of Section 504 of the Rehabilitation Act of 1973. The 504 Interventionist will assist with sustainability of RENEW intervention, by providing structured school-to-career transition planning, coordination, coaching and individualized wraparound support for youth with emotional and behavioral challenges.

DUTIES AND RESPONSIBILITIES:

- Thorough knowledge of State and Federal laws pertaining to the prohibition of discrimination of individuals with disabilities.
- Knowledge and awareness of a broad range of student disabilities (physical, speech, hearing, vision, medical, learning, and or emotional).
- Knowledge of 504 process from eligibility, plan development and the legal requirements within that process.
- Knowledge in laws, policies, rules and regulations pertaining to the discipline of 504 eligible students.

1st Read: 7/23/2019
Approval:
Revised:

- Knowledge of research related to Response to Intervention.
- Knowledge of scientifically based and developmentally appropriate instruction for children
- Skill in working effectively as a team member to develop and implement accommodation and intervention plans with classroom teachers.
- Skill in Windows operating systems along with district standard software packages; Powerschool, Google Suites and MS Office (Word, Excel, PowerPoint)
- Ability to maintain confidentiality of privileged and sensitive information.
- Ability to support regular educators in the implementation of students 504 plans in the regular education classroom.
- Ability to communicate clearly and effectively with campus-based 504 administrators, general education teachers, RTI teams, other school and District staff, parents, agencies, and community members.
- Ability to sit in multiple meetings per day or for a lengthy period of time.
- Ability to effectively coach and support counselors, teachers and administrators on their instructional teams.
- Coordination and facilitation of one-on-one check ins students.
- Monitors student progress in collaboration with the classroom teacher.
- Coaching students in reflection, metacognition, self-regulation and executive functioning strategies.
- Preparation with students for 504 meetings, plan implementation, and goal setting.
- Ability to organize and manage multiple complex tasks simultaneously and independently to meet deadlines.
- Ability to communicate effectively verbally and in writing, utilizing tact and diplomacy and maintain effective working relationships.
- Ability to positively impact systematic change within the school and district in accordance with district goals.
- Ability to maintain effective working relationships with a wide variety of School and District personnel and outside organizations.
- Modeling, co-facilitation, observation with feedback, group coaching, data collection and analysis, and booster trainings.
- Develop and facilitate the RENEW Implementation Team.
- Coordinate the RENEW training and related professional development.
- Coach the trained RENEW facilitators.
- Collect, analyze, and disseminate RENEW data.
- Communicate the school's needs to RENEW project staff.
- Performs other position related tasks or services as may be assigned by the School Principal or Director of School Counseling 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.

1st Read: 7/23/2019

Approval:

Revised:

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending legs 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 detail 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.

1st Read: 7/23/2019

Approval:

Revised:

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: 7/23/2019

Approval:

Revised:

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

POSITION TITLE: **School Counselor**

SUPERVISOR: **Director of School Counseling/Building Principal**

QUALIFICATIONS:

- Masters Degree in counseling or a related field
- Certified (or certifiable) by the New Hampshire Department of Education as a School Counselor
- Must be knowledgeable of counseling theory and practice, and the *American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (2005)*.
- Ability to create an environment of respect and rapport, manage routines and procedures and contribute to the culture for student behavior.
- Ability to deliver services and formulate academic, personal/social, and career plans by assessing student needs.
- Solid communication skills, ability to meet deadlines and willingness to participate in a professional community.
- Prefer at least one year of counseling experience; or an equivalent combination of education and experience that would provide the appropriate knowledge, skills and abilities.

SUMMARY:

The mission of the school counseling department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The ConVal School District school counseling program partners with teachers, administrators, parents, and the community to help all students be lifelong learners and problem solvers.

KNOWLEDGE, SKILLS and ABILITIES:

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors.

- School counselors collaborate with all stakeholders through a comprehensive school counseling program aligned with the American School Counselor Association (ASCA) National Model.
- School counselors collaborate with teachers, administrators, other school and school district staff, students, students' family members, and the larger community to help meet all students' needs.
- School counselors provide positive leadership in their schools, districts and communities; engage in advocacy for students and their families; provide community outreach; crisis

1st Read: 7/23/2019
Approved:
Revised:

intervention; and individual and small group counseling and classroom lessons to promote systemic change.

- School counselors adhere to the *ASCA Ethical Standards for School Counselors*.

DUTIES AND RESPONSIBILITIES:

- Provide services to students in elementary, middle and high schools aimed at promoting the highest level of student achievement (defined broadly) through growth in academic, social/emotional and career domains.
- Collaborate with other district school counselors for the purpose of developing, reviewing, assessing and maintaining the developmental Comprehensive School Counseling Program.
- Provide individual and small group counseling for the purpose of meeting and supporting individual student needs.
- Coordinate and deliver a developmental, preventative, and responsive core curriculum to support academic, social/emotional and career development for all students.
- Develop and provide activities and programs for college and career awareness, exploration and preparation for students and their families.
- Identify and develop activities and programs for the purpose of meeting the needs of students in each school.
- Collect, interpret and analyze student related data and use data for program development, individual student planning and career development. Implement developmentally appropriate prevention programs and activities to meet students' needs and to support school and district goals.
- Provide information/resources and referrals and consultation to teachers, families and community agencies and organizations.
- Collaborate with other educators, administrators, family members and community agencies to assist students with educational planning to ensure students' academic success.
- Develop, coordinate and implement programs and activities to enhance students' successful transition from school to school and/or other related programs (preschool to elementary school, elementary to middle school, middle school to high school and high school to career, training, or educational programs).
- Provide information, feedback and recommendations to staff, students' family members, and/or students for classroom placement, course selection and/or the meeting of graduation requirements.
- Participate in school and district committees and initiatives to provide system support.
- Coordinate the 504 processes.
- Assist with risk assessment and appropriate referrals to family members of students and mental health professionals.

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

1st Read: 7/23/2019
Approved:
Revised:

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 REQUIRES:

The physical activity of this position

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

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.

1st Read: 7/23/2019

Approved:

Revised:

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: 7/23/2019
Approved:
Revised:

August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10 School Board Retreat
11	12	13	14	15	16	17
18	19	20 Policy Committee Mtg. @ 6:00 pm @ SAU School Board Mtg. @ 7:00 pm @ SAU	21	22 Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	23	24
25	26	27	28 First Day of School for Students	29	30	31

September 2019

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

EEA – Student Transportation Services

The District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 189:6, RSA 189:6-a, RSA 189:9, and RSA 189:9-a provided that they live one mile or more from the school. Exceptions that are in the best interest of student safety may be made by the Superintendent or designee.

General Operating Policy

Bus routes, stops and schedules shall be established annually, under the direction of the Superintendent or his/her designee in cooperation with the pupil transportation contractor subject to review by the School Board. Routes will be developed annually and posted.

Pupils attending private schools and charter schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school within the District.

Routes will use the most direct roads safe for bus travel. Where an alternate route may be selected without sacrifice to efficiency or economy, preference will be given to that route serving the larger number of students more directly. School buses will not travel on unsafe roads.

New routes shall be established in the interest of efficiency, or when full capacity of the trips on existing routes has been reached.

School schedules may be adjusted to allow maximum utilization of each bus in the system.

The Superintendent or his/her designee may modify approved routes, stops, and/or schedules during the school year if conditions warrant such a modification. All modifications to any bus route will be reported to the ConVal School Board.

Approved bus stops shall be located at safe and appropriate intervals in places where students may be loaded and unloaded. Drivers may not load or unload pupils at other than authorized bus stops.

The number of bus stops on each trip shall be limited to enable buses to maintain a reasonable average speed and not to exceed the established times of the routes.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report in writing misconduct to the student's Principal. The school principal will have the authority, to suspend the riding privileges of students failing to conform to Board rules and regulations. Parents of children whose conduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The Board must approve suspensions of the right to ride the school bus that continue beyond twenty (20) days.

Resolution of Conflicts

Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to the SAU Business Administrator. If the SAU Business Administrator ruling does not satisfy the parent, he/she may appeal the ruling within 15 days to the Superintendent. If the parent is again not satisfied by the ruling, he/she may appeal within 15 days to the School Board.

Legal References:

RSA 189:6, Transportation of Pupils

RSA 189:8, Limitations and Additions

RSA 189:9, Pupils in Private Schools

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

RSA 193:12, Legal Residency Required

RSA 194-B:2, V, Chartered Public Schools; Establishment

Appendix: EEA-R & JICC-R

Category: R

See also: , EEAEC, JICC

1st Read: November 1, 2016

2nd Read: November 15, 2016

Adopted: November 15, 2016

< EDC - Authorized Use of School-Owned Materials

EEA-R – Student Transportation Services (<https://schoolboard.convalsd.net/district-policies/eea-r-student-transportation-services/>)

IGE – Parental Objections to Specific Course Material

The ConVal School Board recognizes that there may be specific course materials that some parents/guardians find objectionable.

Parents who wish for particular instructional material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC.

Not less than two weeks advance notice shall be provided to parents/legal guardians of curriculum course material used for instruction of human sexuality or human sexual education. Notice shall be provided by the School District via US mail prior to the presentation of these course materials. Notification will include how and where a parent can review the course materials.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.

School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Legal References:

RSA 186:11, IX-c, State Board of Education; Duties.

See also KEC

1st Read: August 10, 2019

2nd Read: August 20, 2019

Adopted:

KEC – Instructional and Educational Media

Statement of Intent

It is the policy of the ConVal School Board to require that curricular and instructional materials be chosen on the basis of their educational value and alignment with the curricular framework of the District. Supplemental educational and instructional materials, such as library media, other textbooks, digital resources, books and other reading or audio-visual material [all collectively referred to as “Educational media”] shall be chosen on the basis that they are of broad interest or enlightenment of all students in the community.

Educational media shall not be excluded because of the race, nationality, political, or religious views of the writer/creator or of its style and language. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, and local, and educational media of sound factual authority shall not be digitally blocked, prescribed or removed from library shelves or classrooms because of partisan, doctrinal approval or disapproval. Notwithstanding such, the District shall be under no obligation for provide direct access to all known educational media but shall instead assist students with gaining access to appropriate and sufficient educational resources.

The School Board has approved principles governing the selection of all educational media, including library media and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of educational media and other materials which present controversial topics or which for other reasons might be challenged:

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

- ❖ Religion—factual, unbiased material on all major religions has a place in school libraries.
- ❖ Ideologies—libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students, on various ideologies or philosophies that exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics education, and other phases of life.
- ❖ Profanity/obscenity—materials shall be subjected to a test of literary merit and reality by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Right to Criticize Educational media and the use of alternative media

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent to request that his own child not read a given book or view a certain educational media. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative educational media meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and specific instructional materials that are part of the curriculum. The process to follow in the circumstance where a Parent, Guardian or adult student wishes to take exception to specific course material is set forth in Policy IGE.

KEC – Instructional and Educational Media

2. The Board shall not permit any individual or group to exercise censorship over educational media, instructional materials or library collections, but recognizes that at times a reevaluation of the educational value of certain material may be desirable. Should an individual or group ask to have any form of educational media withdrawn from school use:
 - a. District residents not in agreement with a school on its selection of educational media and who wish a particular item of educational media to be reviewed must submit to the Principal a "Request for Reconsideration of Educational Media." The request forms shall be available at the school office.
 - b. The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal may form a building level Educational Media Review Committee and schedule meetings necessary to review the complaint and to write a report and recommendation to the Superintendent as to whether removal is warranted, and if so, the reason(s) why the item should be removed or blocked from use. In the alternative, the Principal may elect to review the request and author the report and recommendation to the Superintendent. During the review process the educational media will remain in use unless the Principal or Superintendent elects to remove or restrict the material until a final decision is made.
 - c. A copy of the report shall be provided to the requestor. The report and recommendation shall be based on the points offered above, as well as, the principles governing the selection of all instructional materials and educational media. Additionally, the Board wishes to emphasize that:
 - ❖ Educational media shall not be excluded because of the writer's race or nationality or his political or religious views.
 - ❖ That the value of any educational media shall be judged as a whole, taking into account the purpose of the material, rather than individual, isolated expressions or incidents in the work.
 - d. The Superintendent or his designee shall review the request and the report and recommendation, and shall render a decision in the matter. Should the solution be unsatisfactory to the Requestor, he/she may appeal the decision to the Board, within 10 days of receipt of the Superintendent's decision.

In summary, the Board assumes final responsibility for all educational media and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; and it will provide for the reevaluation of electronic media upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

Category: Recommended

1st Read: July 23, 2019

2nd Read: August 4th, 2019

Adopted:

JICD – Student Discipline and Due Process

Definitions

1. ~~Disciplinary measures are reasonable, developmentally appropriate procedures that may include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from school sponsored events and activities, probation, and expulsion, as a means of addressing student misbehavior.~~
2. ~~Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.~~
3. ~~Detention means the student's presence is required during non-school hours for disciplinary purposes. The building principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.~~
4. ~~An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.~~
5. ~~An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.~~
6. ~~A restriction from school activities means a student will attend school and classes and practice but will not participate in school co-curricular activities or events.~~
7. ~~Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.~~
8. ~~Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.~~

Standards for Removal from Classroom and Detention

~~Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to follow the reasonable rules and/or applicable policies of the School Board or otherwise impedes the educational purpose of the class.~~

~~Likewise, classroom teachers may assign students to detention for similar conduct. The building principal may assign students to detention under the same standard.~~

JICD – Student Discipline and Due Process

Standards for In-School Suspension, Restriction of Activities, and Probation

~~The building principal is authorized to issue in-school suspensions, restrictions of activities, or disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other Board policies or is otherwise inappropriate or prohibited.~~

Process for Out-of-School Suspension:

~~The power of suspension is authorized as follows:~~

- ~~1. The building principal or designated administrator is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school district policies or rules.
A. Pursuant to Ed 317.04(a)(1), a suspension of 10 school days or less shall be considered a "short-term suspension" and may be issued for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school under RSA 193:13,1.~~
- ~~2. The Superintendent, or designee appointed in writing by the School Board, is authorized to continue the suspension of a pupil for a period in excess of 10 school days. Prior to this extended suspension, the Superintendent, or designee, will provide an informal hearing on the matter. The informal hearing need not rise to the level and protocol of an official hearing before the Board.~~
- ~~3. Any suspension in excess of 10 school days, as described in Paragraph 2 of this Section, is appealable to the Board, provided the Superintendent receives the appeal in writing within 10 days after the issuance of the decision described in Paragraph 2. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.~~
- ~~4. Due process standards for short-term suspensions (10 days or less) will adhere to the requirements of Ed 317.04(d)(1).~~
- ~~5. Due process standards for long-term suspensions (more than 10 days) will adhere to the requirements of Ed 317.04(d)(2).~~

Process for Expulsion

- ~~1. Any pupil may be expelled by the Board for gross misconduct, or for neglect or refusal to conform to District rules or policies, or for an act of theft, destruction, or violence, as defined in RSA 193-D:1, or for the possession of a pellet or BB gun, rifle, or paint ball gun.~~
- ~~2. Additionally, any pupil may be expelled by the Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than 12 months.~~

JICD – Student Discipline and Due Process

~~3. The District will ensure that the due process standards set forth in Ed 317.04(d)(3) are followed.~~

~~4. The Superintendent is authorized to modify the expulsion requirements of any student on a case-by-case basis.~~

~~Legal References:~~

~~RSA 193:13, Suspension & Expulsion of Pupils~~

~~NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline~~

~~NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline~~

~~NH Code of Administrative Rules, Section Ed 317.04, Standards and Procedures For Suspension and Expulsion of Pupils Assuring Due Process~~

~~See Appendix: JICD-R~~

~~Category: P~~

~~See also JI, JIA, JIC, JICG, JICK~~

~~1st Read: August 19, 2014~~

~~2nd Read: September 2, 2014~~

~~Adopted: September 2, 2014~~

At all times students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable ConVal School Board policies and all District or school rules. Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law.

A. Definitions

1. Disciplinary measures are reasonable, developmentally appropriate procedures that may include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from school sponsored events and activities, probation, and expulsion, as a means of addressing student misbehavior.

2. Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

3. Detention means the student's presence is required during non-school hours for disciplinary purposes. The building principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.

JICD – Student Discipline and Due Process

4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.
5. An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.
6. A restriction from school activities means a student will attend school and classes and practice but will not participate in school co-curricular activities or events.
7. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
8. Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct.

The building Principal may assign students to detention under the same standard.

B. Standards for Removal from Classroom and Detention.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct.

The building Principal may assign students to detention under the same standard.

C. Standards for In-School Suspension, Restriction of Activities, and Probation.

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any failure to conform to school or School District policies or rules, or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

JICD – Student Discipline and Due Process

D. Process for Out-of-School Suspension.

The power of suspension is authorized for gross misconduct, for neglect, or refusal to conform to School District policies and rules as follows:

1. Short-term Suspensions. The building Principal (as designee of the Superintendent) is authorized to suspend a student for ten (10) school days or less. The Principal shall consult with the Superintendent prior to issuing any suspension.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Due process standards for short-term suspensions (ten (10) days or less) will adhere to the requirements of Ed 317.04(f)(1).

2. Long-term Suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

Prior to a long-term suspension, the student will be afforded an informal hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing before the School Board, but **the process must comply with the requirements of Ed 317.04 (f)(2) and Ed 317.04 (f)(3)(g)**, including, without limitation, the requirements for advance notice and a written decision.

Any suspension in excess of ten (10) school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the Superintendent's decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

E. Process for Expulsion.

1. Any pupil may be expelled by the School Board for (a) an act of theft, destruction, or violence as defined in RSA Chapter 193-D, (b) for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, (c) for gross misconduct including, but not limited to violations of state or federal law, or for neglect or refusal to conform to the reasonable rules of the school. An expulsion under this paragraph shall run until the School Board restores the student's permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent that details the basis for the request. The Board will determine whether and in what manner it will consider any such request.
2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than twelve (12) months.
3. **Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.**
4. Any decision by the Board to expel a student may be appealed to the State Board of Education.

JICD – Student Discipline and Due Process

5. The Superintendent of Schools is authorized to modify the expulsion or suspension requirements of Sections E.1 and E.2 above on a case-by-case basis.

F. Sub-committee of Board. For purposes of sections D and E of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice.

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).

Legal References:

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils

Assuring Due Process Disciplinary Procedures

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

See Appendix: JICD-R

Category: Priority - Required by Law

Related Policies: JIA, JIC, JICDD & JICK

See also Appendix JICD-R

1st Read: August 20, 2019

2nd Read:

Adopted:

STUDENT RECORDS AND ACCESS - FERPA*Category: Recommended**Related Policies: EHB & JRC*

- A. General Statement.** It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations as well as all state statutes pertaining to the student records, record confidentiality and access thereto.
- B. "Education Record".** For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. "Directory Information".** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
 2. Parents'/guardians' name(s) and address(es);
 3. Students grade levels, enrollment status and dates of attendance;
 4. Student photographs;
 5. Students participation in recognized school activities and sports;
 6. Weight and height of members of athletic teams;
 7. Post-high school career or educational plans; and
 8. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until [] ?? date to be determined after consultation with Superintendent to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

- D. "Personally Identifiable Information".** "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family

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members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

- E. **Annual Notification/Rights of Parents and Eligible Students.** Within the first [] weeks of each school year (Superintendent to determine; NHSBA recommends three or four), the District will annually publish notice to parents and eligible students of their rights under State law, Federal law, and this policy ["the Notice" or "Notice"]. The District will send thea Notice listing these rights home with each student. The Notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records, and the process set forth in this policy JRA whereby a request is made for review and inspection;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; and the process for doing such, whichthis includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
- 3-4. The right to provide written consent before the District discloses personally identifiable information, except to the extent the law permits disclosure without consent;
- 4-5. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
- 5-6. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

- F. **Procedure To Inspect Education Records.** Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records. In accord with RSA 91-A:5, student records are exempt from disclosure under the Right-to-Know Law and access to student records will be governed by FERPA and state law.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal

STUDENT RECORDS AND ACCESS - FERPA

will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within fourteen (14) days that the request for access is first made.** ~~Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.~~

Commented [DBE1]: This notation should be removed from the final draft.

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records. The Superintendent shall set a reasonable charge for providing copies, and may waive the requirement when warranted due to economic hardship on the part of the requester at his or her discretion.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. *Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.*

G. Procedures To Seek To Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
 - b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
 - c. Forward the written appeal to the Superintendent; and
 - d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The

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parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. **Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the

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parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

4. **Parent/Eligible Student Explanation to be Included in Record.** Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials, contractors, consultants, or employees who need to know information in a student's education record in order to perform their employee's employment, contracting, or consulting responsibilities and duties: all as more fully specified in Section 99.31 of the FERPA regulations.
2. *Other schools into which a student is transferring or enrolling,* upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. *Officials for federal and state audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid for a student.*
5. *Organizations conducting certain studies for, or on behalf of the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. *Accrediting organizations.*
7. *Judicial orders, or lawfully issued subpoenas,* upon condition that parents and the student are notified of all such orders, statutory disclosures or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. *Health and safety emergencies.*
9. *Information designated as directory information.*

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10. Disclosures to the Secretary of Agriculture or authorized representatives of the Food and Nutrition services for purposes of conducting program monitoring, evaluations and performance measurements.

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- I. Maintenance of Student Records and Data.** The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing such records in a log or other record-keeping process.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law and District policy.

- J. Disclosures Made From Education Records.** The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

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K. Military Recruiters and Institutions of Higher Learning

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless an adult student or the parent of the minor student requests that such information not be released without prior written consent. The district shall notify parents of the option to make such a request and shall comply with any requests received.

L. Law Enforcement and Reporting Agencies

Consistent with RSA 193-D:7, it shall be permissible for any law enforcement officer and any school administrator to exchange information relating only to acts of theft, destruction, or violence in a safe school zone regarding the identity of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.

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History:

First reading: _____

Second reading/adopted: _____

Legal References:

RSA 91-A:5, III, Exemptions, Pupil Records

RSA 189:1-e, Directory Information

RSA 189:66, IV, Data Inventory and Policies Publication

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

NHSBA history: Revised – May 2018; September 2009; November 2006; March 2005; April 2004

NHSBA revision note, May 2018: This update to JRA includes several important modifications to reflect (1) a state requirement that Districts respond to parent requests for access to their student's records within **fourteen (14) days**; (2) to **remove birth date/place of birth information** from the list of "directory information"; and several other content changes to better reflect the requirements of FERPA and applicable regulations. We have also added "post-high school plans" to the list of items included as directory information. **NHSBA adoption considerations:** As noted, this update includes a removal of a student's birth date and place of birth from the list of data included as "directory information" (section C). The reason for this is to limit the potential for identity theft. There is, however, no prohibition to including that information. Also, neither FERPA, nor State law, require that a request to inspect records or for copies of records be submitted in writing. **Staff should be trained (as they should be with Right to Know requests)** to direct parents/eligible students to appropriate forms, procedures and/or personnel, but to also be prepared to process the request whether it is in writing or not.

w/p-update/2018spring/JRA Student Records nhsbaJRA-Student-Records-2018-5(f)

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Contoocook Valley School District Policy

PUBLIC COMPLAINTS ABOUT THE CURRICULA OR INSTRUCTIONAL MATERIALS

It is the policy of the School Board to require that books and other reading matter shall be chosen for values of interest and enlightenment of all students in the community. A book shall not be excluded because of the race, nationality, political, or religious views of the writer or of its style and language. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, and local, and books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal approval or disapproval.

The School Board has approved principles governing the selection of all instructional materials, including library books and has established policies pertaining to the selection process. However, the Board wishes to amplify its principles on the selection of books and other materials which present controversial topics or which for other reasons might be challenged:

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

- ❖ Religion—factual, unbiased material on all major religions has a place in school libraries.
- ❖ Ideologies—libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students, on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics education, and other phases of life.
- ❖ Profanity/obscenity—materials shall be subjected to a test of literary merit and reality by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:

1. The Board recognizes the right of an individual parent to request that his own child not read a given book. When such a request is presented, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Board has adopted.

Contoocook Valley School District Policy

2. The Board shall not permit any individual or group to exercise censorship over the instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:
 - a. The person who objects to the book or other material shall be asked to sign a complaint on a standard form on which he/she will document his criticism.
 - b. Following receipt of the formal complaint, the Superintendent shall provide for a reevaluation of the material in question.
 - c. The reevaluation shall be based on the points offered above, as well as, the principles governing the selection of all instructional materials. Additionally, the Board wishes to emphasize that:
 - ❖ A book shall not be excluded because of the writer's race or nationality or his political or religious views.
 - ❖ That the value of any book or other material shall be judged as a whole, taking into account the purpose of the material, rather than individual, isolated expressions or incidents in the work.
 - d. The Superintendent or his designee shall review the complaint and reevaluation, and shall render a decision in the matter. Should the solution be unsatisfactory to the complainant, he/she may appeal the decision to the Board.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach shall be respected.

April 2, 1991