

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire
CONTOOCOOK VALLEY SCHOOL BOARD**

Policy Committee

**Tuesday, May 4, 2021
5:00 p.m.**

**Physical Location: SAU #1, Board Room
106 Hancock Road, Peterborough, NH**

Virtual Location:

<https://us02web.zoom.us/j/81952255816?pwd=QWc4R2ZUbGhHSVdjNzFaVEx4YVgrQT09>

Meeting ID: **819 5225 5816**

Passcode: **66q8N7**

Phone: +1 312 626 6799 US

Meeting ID: **819 5225 5816**

Password: **663582**

Agenda

School Board Committee Members:

- Keira Christian
- Katherine Heck
- Janine Lesser
- Kevin Pobst
- Stephen Ullman

- 1. Call to order**
- 2. Approval of the minutes from April 20, 2021 (pg. 1-2)**
- 3. Requested that BDE-Board Sub Committee Assignments be moved to second read on School Board Agenda**
- 4. DIA –Fund Balances Policy-Recommended (pg. 3-7)**
 - a. Reviewed by Budget and Property 4/13/21.
 - b. Reviewed by Business Office 4/20/21
 - 1) Proposed Changes- see 4/20/21 updated version
 - c. Complete Policy Committee Review 5/4/21.
- 5. Policy Committee Orientation and Overview (pg. 8-22)**
- 6. Status update:**
 - a. Admin work session report on changes to discipline policy
 - b. "J" Policies related to Health
- 7. Non-Public Session RSA 91-A:3 (If Required)**

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire
CONTOOCOOK VALLEY SCHOOL BOARD**

Policy Committee

**Tuesday, April 20, 2021
5:00 p.m.**

**Physical Location: SAU #1, Board Room
106 Hancock Road, Peterborough, NH**

Virtual Location:

<https://us02web.zoom.us/j/82287516044?pwd=YkFzUTJvRHVjSDJXMWdZaVNrS3cwdz09>

Meeting ID: **822 8751 6044**

Passcode: **Cv12uQ**

Phone: +1 312 626 6799 US

Meeting ID: **822 8751 6044**

Password: **426510**

Minutes

School Board Committee Members:

- Keira Christian
- Katherine Heck
- Janine Lesser
- Kevin Pobst
- Stephen Ullman

Present: Katherine Heck, Keira Christian, Janine Lesser, Kevin Pobst, Stephen Ullman, Dr. Kimberly Saunders, Lori Schmidt

1. Call to order

Katherine Heck called the meeting to order at 5:12 p.m.

2. Approval of the April 6th Minutes

Janine Lesser moved to approve the minutes of April 6, 2021. Stephen Ullman second. Unanimous.

3. Requested that BDE be moved to first read on School Board Agenda

Katherine Heck said that Policy BDE is on tonight's School Board agenda for a first read.

4. EHB-Data/Records retention policy- Priority - Required by Law

This policy is required by law. Updates as a result of HB1551 caused a revision of policy required. There are related policies as well.

Katherine Heck said that she will make sure that there is nothing in the recent update that ConVal policy conflicts with.

Dr. Stephen Ullman asked when ConVal students apply to college, is it an issue if they have an IEP. Dr. Kimberly Saunders said that it is never indicated on the student's transcript that they had an IEP but it is on their academic record.

Does the NHSBA worry that the district will get sued by an issue with a special education student. Kimberly Saunders said that it is a concern with some of the legislation at the State level.

5. DIA –Fund Balances Policy-Recommended

a. Reviewed by Budget and Property 4/13/21.

b. Complete Policy Committee Review

An updated draft was shared for review.

The policy mostly talks about the 5% that we are allowed by law. The goal was to be transparent with the communities that we were going with a 2.5% maximum retained.

Kevin Pobst suggested adding the original policy position section back in. It is ConVal's position on the broader legal position.

Stephen Ullman said that it is excellent that we notify that the State of NH allows up to 5% of net assessment but in our policy we intend to use not more than 2.5%.

Katherine Heck noted Lori Schmidt's addition of the Warrant Article language voted for voters to see. She said that it is really well done and simplified what she had begun on the draft. Lori noted that Beth Baker did much of the work on this draft.

Kevin Pobst noted that the Policy Statement should be relabeled ConVal Policy Statement and insert it in Lori's draft policy between "unreserved fund balance retention" and "using retained fund balance".

Lori Schmidt cited other overlap areas.

The ConVal Policy Statement was preferred.

6. CBI- Evaluation of the Superintendent and Goal Setting

a. Development of Superintendent evaluation ad-hoc committee

Katherine Heck said that the goal is to work on development of this policy. Under 2., an "R" document is referenced that does not exist.

Katherine Heck asked to enter into a non-public session. Stephen Ullman second. Unanimous.

Janine Lesser moved to exit non-public session and to seal the minutes from non-public session for personnel for a period of five (5) years. Kevin Pobst second. Unanimous.

An Ad-Hoc Committee for the development of the Superintendent Evaluation Process was confirmed with Kevin Pobst and Janine Lesser having volunteered.

7. KEB Public Complaints About School Personnel, Employees, Students, or Administration protocol.

a. how to best communicate /post referred to Communications Committee 4/15/21

8. Policy development on public forums/Q & A sessions has been referred to Communications Committee 4/15/21.

9. Status update:

Admin work session report on changes to discipline policy – EBCG, JLCG, EBCF, JLCE

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

Meeting adjourned at 6:03 p.m. Unanimous.

Respectfully submitted,

Brenda Marschok

DIA Fund Balance Policy

4/20/21 PROPOSED REVISION FOR CONSIDERATION

Purpose

The purpose of this policy is to establish guidelines for the District's fund balances in order to maintain and improve financial stability and to protect the District from unforeseen budgetary situations such as emergencies, natural disasters, major infrastructure failures, or unexpected litigation.

Definitions

Within governmental funds, net equity is reported as fund balance, which is the difference between fund assets and liabilities. It is computed by taking the prior year's ending fund balance and adding to that the current year's financial position (revenues less expenditures).

In accordance with GASB Statement No. 54, the school board recognizes the following categories of fund balance:

- **Restricted Fund Balance** – Amounts for which constraints have been placed on the use of the resources externally imposed by creditor, grantors, contributors, or laws/regulations of other governments. Any year-end balances in grant or food service funds are restricted fund balance.
- **Committed Fund Balance** – Amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the legislative body (School District Meeting). These amounts cannot be used for any other purpose unless the legislative body removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. The district has committed fund balances which represent voted and accumulating capital reserves and trust funds.
- **Assigned Fund Balance** – Amounts that are constrained by the School District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the School Board or through the Board delegating this responsibility to the Superintendent or their designee. Prior year encumbrances are considered assigned fund balance which reflects goods and services ordered or contracted for which will be received or rendered in the subsequent year. Assigned Fund Balance also includes various rebates received and designated for specific use.
- **Unassigned Fund Balance** – the portion of fund balance that has not been restricted, committed, or assigned for a specific purpose. Unreserved fund balance may be designated for a specific purpose via a warrant article that was voted upon, such as funding capital reserves or trust funds using year-end unassigned fund balance during the next fiscal year. At fiscal year-end, school districts are required to return all unreserved fund balance to the towns to offset taxes for the ensuing year. The unreserved fund balance is identified as a "source" of estimated revenue and is essentially returned to the town as part of the current year's funding formula (2nd tax bill of that calendar year).

It is healthy for an entity to end the year with fund balance and is not indicative of "over budgeting". Auditors recommend that school districts aim to end a fiscal year with unreserved fund balance equal to 2-5% of actual expenditures. What is more important than one year's stand-alone unreserved fund balance is the cyclical nature of the amount in order to avoid rises and falls in tax rates so that tax payers have rates that are smooth.

Unreserved Fund Balance Retention

RSA 198:4-b, II allows a school district to retain up to 5% of the current fiscal year's net assessment. The "Net Assessment" represents the amount to apportion to the communities of the ConVal District minus the Education Grant.

The Contoocook Valley School District voted to accept RSA 198:4-b, II at the March 9, 2021 meeting, as follows:

Warrant Article 12 – Beginning in fiscal year 2022/2023, shall the School District by this vote authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount, in any fiscal year, not to exceed 5 percent of the current fiscal year's net assessment, in accordance with RSA 198:4 b, II. Such fund balance retained may only be expended after conducted a public hearing by the governing body in accordance with RSA 198:4-b. The initial funding of this warrant article will begin with the June 30, 2023 fund balance.

As a result, beginning in Fiscal Year 24, the school board will have the ability to retain up to 5% of the June 30, 2023 unreserved fund balance. Please note that these are not funds that the District then holds. This is facilitated by then reducing the unreserved fund balance on the report of Estimated Revenue AFTER the school board votes to retain an amount up to 5% of the town's net assessment.

Board Policy Statement

These policy guidelines will provide direction during the budget process and demonstrate a commitment to maintain adequate reserves for financial stability and for long term financial planning:

The District will maintain an unreserved fund balance, in the general fund, of no more than 2.5% of the net district assessment.

The Board may adjust retained levels of fund balance within the parameters of RSA 198:4-b, only by amending this written policy with a vote of the Board at a properly noticed meeting.

It is the intent of the Board to retain the minimum levels of reserves to meet the fiscal needs of the district.

It is the intent of the School Board to use retained fund balance for emergencies as determined by the School Board. It will always reflect a careful balance of the body's desire to maintain adequate reserves with its desire to maintain essential services..

Prior to expending retained general funds, the school board shall hold a properly noticed public hearing on the action to be taken with such funds.

If the District is required to use these funds, an annual accounting and report of the activities of the retained general funds shall be presented to the school board of the district and published in the annual report.

DIA – Fund Balance

CV CURRENT POLICY

In accordance with the governmental accounting standard, GASB Statement No. 54, the Contoocook Valley School Board recognizes the following five categories of fund balance for financial reporting purposes:

1. Non-spendable Fund Balance – non-cash assets such as inventories or prepaid items.
2. Restricted Fund Balance – funds legally restricted for specific purposes, such as grant, food service, and expendable trust funds.
3. Committed Fund Balance – amounts that can only be used for specific purposes pursuant to a formal vote of the Contoocook Valley School Board or by a vote of the legislative body by official ballot.
4. Assigned Fund Balance – amounts intended by the Contoocook Valley School Board for specific purposes. Items that would fall under this type of fund balance would be encumbrances.
5. Unassigned Fund Balance; residual fund balance after subtracting all of the above amounts.

Category: R

1st Read: November 18, 2014

2nd Read: December 16, 2014

Adopted: December 16, 2014

**Feb, 2021 DRAFT POLICY
IN CV POLICY COMMITTEE REVIEW**

DIA -FUND BALANCES

Purpose

The purpose of this policy is to establish guidelines for the general fund unreserved fund balance. To improve and maintain the Contoocook Valley School District (District) financial stability in order to protect the District from unforeseen or unbudgeted situations such as sudden changes in revenues or spending requirements; emergencies and disasters, major infrastructure failures and unexpected litigation.

Background

Fund balance is a measure of the financial resources available in a governmental fund. Unreserved fund balance is that portion of fund balance that reflects expendable available financial resources. It is essential that the Contoocook Valley School District maintain adequate levels of unreserved fund balance to mitigate current and future risks and to ensure stable tax rates. Fund balance levels are a crucial consideration in long term financial planning as well.

The Government Finance Officers Association recommends that government entities, regardless of size, maintain unreserved fund balance in their general fund. Under RSA 198:4-b-The State of New Hampshire allows school district to retain up to 5% of the current fiscal year's net assessment.

Definitions

1. In accordance with the governmental accounting standard, GASB Statement No. 54, the school board recognizes the following categories of fund balance for financial reporting purposes:

- a. Non-spendable Fund Balance – non-cash assets such as inventories or prepaid items
- b. Restricted Fund Balance- funds legally restricted for specific purposes, such as grant, food service and expendable trust funds.
- c. Committed Fund Balance – amounts that can only be used for specific purposes pursuant to a formal vote of the School Board.
- d. Assigned Fund Balance – amounts intended by the Board for specific purposes.

The Board can choose to delegate this authority to the Superintendent or designee, depending on the situation. Items that would fall under this type of fund balance could be encumbrances.

- e. Unassigned Fund Balance – residual spendable fund balance after subtracting all of the amounts.

2. Committed Fund Balance. The school board, as the government's highest level of decision making authority, may commit fund balance by a formal vote prior to the government's fiscal year-end for that fiscal year. Future modification or rescission of committed funds must likewise be accomplished by a formal vote of the school boards prior to fiscal year-end.

3. Assigned Fund Balance. The school board expressly delegates to the Superintendent the authority under this policy to assign funds for particular purposes.

4. Spending Prioritizations:

- a. When an expenditure is incurred that would qualify for payment with either restricted or unrestricted funds, it will be paid from restricted funds.

b. When an expenditure is incurred that qualifies for payment from either of the three unrestricted fund balance categories, it will be applied in the following order:

- 1) Committed,
- 2) Assigned, and
- 3) Unassigned

5. Deficit Fund Balance. At year end if any of the special revenue funds (e.g. grants) has a deficit unassigned fund balance then the Superintendent is authorized to transfer funds from the general fund to cover the deficit, providing the general fund has money to do so.

Policy Statement

These policy guidelines will provide direction during the budget process and demonstrate a commitment to maintain adequate reserves for financial stability and for long term financial planning:

The District will maintain an unreserved fund balance, in the general fund, of no more than 2.5% of the net district assessment.

The Board may adjust retained levels of fund balance within the parameters of RSA 198:4-b, only by amending this written policy with a vote of the Board at a properly noticed meeting.

It is the intent of the Board to retain the minimum levels of reserves to meet the fiscal needs of the district.

The use of unreserved fund balance to reduce the tax rate or for emergencies will only be permitted under certain circumstances: Emergency defined: An emergency is what the School Board determines it to be. It will always reflect a careful balancing of the body's desire to maintain adequate reserves with its desire to maintain essential services.

Prior to expending retained general funds, the School Board shall hold a properly noticed public hearing on the action to be taken with such funds.

An annual accounting and report of the activities of the retained general funds shall be presented to the School Board and published in the annual report.

Legal references:

RRSA 32, Municipal Budget Law Governmental

RSA 198:4-b Contingency Fund

Accounting Standards Board (GASB) Statement No. 54,

Fund Balance Report and Governmental Fund Type Definitions

Introduced: February, 2021 in Committee

Policy Committee Orientation and Overview

Policy Foundation

-

District Policy Sections- by Code

A – Foundations and Basic Commitments

B – School Board Governance and Operations

C - General School Administration

D - Fiscal Management

E - Support Services

F - Facilities Development

G - Personnel

H - Negotiations

I - Instructional Programs

J - Students

K - School Community Relations

L - Education Agency Relations

"R" Procedures

Policy Categories

O= Optional. These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

P = Priority/Required by Law. The subject matter of these policies is required by state and/or federal law.

R = Recommended. While these policies are not required by law, they are highly recommended for effective and efficient School Board operation.

Policy Commitment

The ConVal School Board operates according to policies established by the Board. Policies outline the District's legal role in providing public education and the basic principles underlying School Board governance. These policies provide a setting for all of the School Board's other policies and regulations.

The Board, which represents both the state and the local community, develops the policies after careful deliberation; and the school administration implements them through specific regulations and procedures. The Board then appraises the effects of its policies and makes revisions as necessary. In the interest of harmony, efficiency, uniformity of interpretation, coordination of

effort, and in fairness to all concerned, the Board makes a policy manual available to all who are affected by its policies.

ConVal policies are developed using an established system outlined in the following adopted policies:

CV Policies that govern the Policy Process (See Appendix A)

<u>Code</u>	<u>Category</u>	<u>Title</u>	<u>Adopted</u>
R	BG	School Board Policy Process	March 5, 2013
R	BGA	Policy Development System	April 2,2019
R	BGB	Policy Adoption	March 5, 2013
R		School Board Policies and Administrative Procedures	April 17,2012
R	BGC	Policy Review and Evaluation/Manual Accuracy Check	August 19 ^a , 2014
	BGF	Suspension of Policies	March 5,2013
R	BFE	Administration in Policy Absence	June 18 ^a ,2013

Policy development in a modern, forward-looking school system is a dynamic, ongoing process. New problems, issues and needs give rise to the continuing need to develop new policies or to revise existing ones.

What Is Policy?

Policies are guidelines adopted by the board to chart a course of action. They indicate what the board expects and may include why and how much. They should be broad enough to permit discretionary action by the administration in meeting day-to-day problems and yet specific enough to give clear guidance. They should be based upon established legal precedents or rules.

About School Board Policies

Generally, the role of a School Board is to set policy and the role of the administration is to execute it. Here is the basic distinction between policies, regulations, and procedures:

Policies are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-to-day problems; they need to be narrow enough to give the administration clear guidance.

Rules and Regulations are specific requirements generally established by the Superintendent and/or their staff, but may be specifically adopted by the Board. They are specific directions to fully implement the intent of respective policy statements.

Procedures are step-by-step guides that assist all personnel to carry out the specific regulations. They state exactly what is to be done and give detailed steps of how to do it.

These definitions are serviceable most of the time. They reflect sound theory of governance and administration. But the real world of School Boards does not always conform.

- Often the state and federal governments confuse the distinction and require Boards of Education to make detailed rules; and many regulations are established by law or by the State Department of Education.
- A School Board also signs many contracts which incorporate rules and regulations and are enforceable under the law.
- Additionally, the public may demand that the Board, itself, not the administrator, establish the specific rules and procedures in certain sensitive areas.

Thus, the separation of Board policies and administrative regulations and procedures follows several rules of thumb in addition to "basic theory:"

1. All mandates of the state (even though regulations) are usually considered required Board policy.
2. All agreements signed through contract (even though regulations) may be considered mandated Board policy through multiple policy avenues.
3. Where the Board has written regulations in particularly sensitive areas, and has incorporated them into policy, the entire statement may be included as Board policy, or the information may be separated into a Board policy and an Administrative procedure.
4. Where the Board has adopted rules and regulations concerning its own procedures, these statements concerning operations of the Board generally appear as policy statements.

As long as the administration operates within the guidelines of general policy adopted by the Board, it may change administrative regulations and procedures without prior approval of the Board--unless the Board has specifically asked that a particular regulation or procedure be given prior Board approval, or the change is to a previously adopted Board regulation or procedure. However, only the Board can adopt new policies or revise old policies.

Is the Policy Manual Complete?

No. The manual contains all of the current policies of the Board to date. But continually, the need for developing additional policies, for adopting new ones, and revising old ones becomes apparent. No matter how well conceived and well developed, a policy manual can never be 100% up-to-date. Policy statements will be developed, coded according to the classification system, and issued for insertion in the manual as the need arises.

It is the hope of the ConVal School Board that this collection of policies will make greater harmony and efficiency possible in all areas of school operations. It is hoped that this manual will enable the Board to devote more time to its primary duty--the development of long-range policies and planning for the future of the school system.

The ConVal School Board *Policy Manual* shall be the responsibility of the Policy committee in collaboration with the Superintendent for complete maintenance of the files and assure that the copy held is appropriately updated by inserting revised policies and/or adding or deleting policies or other information as approved by the Board.

Policies do the following:

- Establish a legal record
- Provide for fair, reasonable, consistent, and impersonal treatment of issues
- Provide a procedure in advance for handling problems as they arise, before emotions get involved
- Save time and effort by eliminating the need to make a new decision each time a recurring situation arises
- Eliminate or sharply reduce crisis decision making
- Tend to reduce pressures of special interest groups
- Aid boards in appraising the school system's educational services
- Aid in the orientation of new board and staff members
- Help keep the community and staff informed of board philosophy and action
- Enhance school-community relations in cases where the public has involvement in developing policies of mutual interest
- Improve staff morale through staff involvement in policy and procedure development
- Improve board/superintendent/staff relationships when all are partners in policy development and implementation
- Provide a means for staff members to assess their individual roles within the framework of the district's overall operation
- Provide documentation that the board is running a businesslike operation
- Give credence to board action, as people tend to respect what is in writing even though they may not agree
- Foster stability and continuity

Systems and Processes through Policy

The board ensures systems and processes are in place to accomplish the vision and goals. The board:

- Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals
- Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management
- Incorporates equity when making decisions and evaluating systems and processes
- Approves goals, policies, and programs that ensure a safe and secure learning environment
- Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals
- Monitors multiple, measurable elements of student progress and achievement throughout the year
- Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools
- Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision
- Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision
- Welcomes and values all people and cultures as important stakeholders in the process for student success

- Ensures the district has a system that monitors for sound business and fiscal practices
- Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers
- Fulfills the statutory duties of the local board and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees

Why Have Policy?

The local board of education, as it performs its functions and discharges its responsibilities, operates within a framework established by local board policy and state and federal law.

An important principle in performing any board function is that it is operating as a unit. A school board is legally a single, united body. School board policies and actions are official and legally binding only when approved in an official meeting of the board and written in the minutes. State law confers no authority on individual board members except that which can be exercised in an official board meeting. Except during an official meeting, a board member has no more power over school matters than any other citizen in the community. Yet the board, when operating as a cohesive unit, has power and authority over a community's most important resource: its children. With that authority comes responsibility and accountability to see that the adults of tomorrow prepare for the future today.

The Structure of Policy Board Policy and Operations

If the board wants to exercise control, it must become the policy maker. As policy maker, it will need to develop skills in decision making, communications, organizational structure, personnel relations, leadership, and public relations. The board will need to know how to manage time, conduct effective board meetings, communicate with the community, support evaluation procedures, and support appropriate board/superintendent relations. In other words, the board needs to be comprised of knowledgeable and skillful board members.

The best way to accomplish this goal is to have sound, written policies to provide continuity and stability even though board members, staff, and the superintendent may change. Being proactive and developing policies before they are needed allows the board to debate and determine the merits of an issue without the pressure of personal application, heightened emotions, and time limits. Over the long term, a board with well-written policies will have better educational programs and staff accountability.

- Policies facilitate the process of evaluating board and administrative practices.
- Policies provide a sound basis for appraisal and accountability.
- Policies establish direction, set goals, assign authority, and establish controls, which are all essential elements in considering accountability.
- Policies help to ensure that the board functions appropriately and legally.
- Policies are subjected to legal reviews before final adoption by the board. This should ensure that each policy is in compliance with legal authority. By permitting comments prior to adoption by those who will be affected by the policy, the board can more clearly understand the impact of a policy and ensure that the policy is appropriate.
- Policies, in some cases, are required by law.

Summary of Policy Purpose

A school board is an elected public body with authority to set direction for the school system.

Just as laws that are established by the legislature must be in writing, so must board policies be in writing.

Policies foster stability and continuity. Board members come and go, staff people leave, retire, or are separated, but policy endures. Well-written policies help provide for smooth transitions when changes take place. Additionally, fair, consistent, and uniform treatment of all students, parents, community members, and employees is ensured because ambiguity, confusion, and trouble are avoided when policies are adopted, published, and disseminated.

Clearly written policies reflecting research, sound judgment and careful planning help prevent maiming accusations of uninformed critics. The public tends to trust in the consistency of written, established policy.

Policies keep the public informed about the board's position on major educational and operational positions. As an effective public relations tool, policies convey the board's basic philosophy and position on specific issues. When any public body operates in the open area, there can be no charges of secrecy.

Policies and regulations clarify board-superintendent relations. When the board gives the school superintendent the kind of broad directions they need, the superintendent can administer the school system and get jobs done.

The public holds the school board accountable for the manner in which the schools are governed and managed and for the results achieved. Well-defined, clear policies can serve as the basis for accountability and evaluation used to govern and improve the schools.

What Policy Is Not

Policy is not detailed directions for operating a school system or running a particular program.

Administrative procedures are detailed directions developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done.

Policies are not restatements or paraphrases or law. Boards adopt policy to implement or comply with state or federal statutes and regulations, but merely repeating or rewriting state or federal law is not policy making. Board policy should be language over which the board has control.

Policies are not the same as board decisions.

When a board decides to adopt a budget or a school calendar for example, these decisions are simply a board's actions in carrying out its responsibilities. When the board decides to establish new criteria for the use of school facilities, it is making policies that affect administrative actions.

Just as laws must be in writing, the policies of a school board must be in writing. Increasingly, state legislatures and the public are demanding it.

Appendix A : CV Policies that govern the Policy Process

<u>Code</u>	<u>Category</u>	<u>Title</u>	<u>Adopted</u>
R	BG	School Board Policy Process	March 5, 2013
R	BGA	Policy Development System	April 2,2019
R	BGB	Policy Adoption	March 5, 2013
R	BAA	School Board Policies and Administrative Procedures	April 17,2012
R	BGC	Policy Review and Evaluation/Manual Accuracy	August 19 th , 2014
	BGF	Suspension of Policies	March 5,2013
R		Administration in Policy Absence	June 18 th ,2013

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BG — School Board Policy Process

CV POLICY

The School Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

Policies are principles adopted by the Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance.

Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The Board will welcome suggestions for ongoing policy development from citizens, students, and staff in the District.

Action on such proposals, whatever their source, is taken finally by the Board after receiving the recommendation of the Superintendent or designee. The Superintendent or designee bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent or designee shall seek counsel of the School Attorney when there may be a question of legality or proper legal procedure in the development of a proposed School Board policy.

Category: Recommended

1st Read: February 19, 2013

2nd Read: March 5, 2013

Adopted: March 5, 2013

BGA — Policy Development System

CV POLICY

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

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

Policy Adoption, Dissemination and Review

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

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

Category: Recommended
First Read: March 19, 2019
Second Read: April 2, 2019
Adopted: April 2, 2019

BGB: Policy Adoption

CV POLICY

Except for policy actions to be taken on emergency measures, the adoption of School Board policies should follow this sequence which will take place at least at two regular or special meetings of the School Board:

1. Announcement and publication of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Category: R

1st Read: February 19, 2013

2nd Read: March 5, 2013

Adopted: March 5, 2013

BAAA – School Board Policies and Administrative Procedures

CV POLICY

Generally

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the School District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

Contents of Board Policy and Administrative Procedure

The policies of the Board shall be composed of (1) the policies contained in this Policy Manual; (2) the contents of administrative job descriptions adopted by the Board; (3) all formal Student Handbooks; and (4) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

Limitations of Policy

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law or to give to any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employee, taxpayers, or others within the School District beyond those that are established in law and are not intended to restrict or limit students, employees, or other members of the School District community from pursuing any claims or defenses available under law.

Exceptions

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

a. Any person may request an exception to any Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address, and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.

b. The Superintendent or his/her designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same or similar policies.

c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.

d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.

e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

Category R

1st Read: February 21, 2012

2nd Read: April 17, 2012

Adopted: April 17, 2012

BGC– Policy Review and Evaluation/Manual Accuracy Check

CV POLICY

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for School Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent or designee is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

Category: Recommended

1st Read: June 3, 2014

2nd Read: August 19, 2014

Adopted: August 19, 2014

BGF — Suspension of Policies

CV POLICY

The policies of the School Board are subject to suspension only upon a majority vote of the entire Board membership at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

Those Board policies that pertain to the internal operations of the Board are subject to suspension only upon a two-thirds vote of all members of the Board at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

1st Read: February 19, 2013

2nd Read: March 5, 2013

Adoption: March 5, 2013

In the absence of established School Board policy or School Board direction, the Superintendent of Schools shall assume responsibility for whatever decision or action is required. When appropriate, principals or other administrative or instructional personnel shall gain the approval of the Superintendent.

In situations, which arise within the schools, where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his decisions may be subject to review and ratification by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action.

Category: Recommended

1st Read: June 4, 2013

2nd Read: June 18, 2013

Adopted: June 18, 2013