

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road

Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, July 13, 2021

7:00 p.m.

Physical Location: SAU #1 Board Room

Agenda

- 1. Call to Order and Pledge of Allegiance**
- 2. Non-Public Session: RSA 91-A: 3, II (If Required)**
 - a. Legal**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
 - a. Acceptance of School Board Meeting Minutes**
 - 1) June 15, 2021 (pg. 1-7)
 - b. Personnel (pg. 8-9)**
 - 1) Nominations
 - 2) Co-Curricular Notifications
- 6. Superintendent's Report and Presentation of Business**
- 7. Reports**
 - a. Teacher Representative**
 - b. Equity Committee** – Rich Cahoon
 - c. Education Committee** – Richard Dunning
 - d. Selectmen's Advisory Committee** – Katherine Heck
- 8. Old Business**
 - a. Legislative Update**
 - b. Community Forum**
 - c. NESDEC Cost Information**
- 9. New Business**
 - a. 1st Read Policy (pg. 10-20)**
 - JICD: Student Behavior, Conduct, Discipline and Due Process
 - b. Discussion of July 20th Goal Setting Meeting**
 - c. Budget Transfers (pg. 21)**
 - d. Purchase Recommendation (pg. 22-23)**
 - e. Monthly Events Calendar (pg. 24-25)**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A: 3, II (If Required)**
 - a. Negotiations**
 - b. Legal**
 - c. Personnel**

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road

Peterborough, New Hampshire

CONTOOCCOOK VALLEY SCHOOL BOARD

School Board Meeting

**Tuesday, June 15, 2021
Immediately Following Public Hearing**

Minutes

BOARD

Rich Cahoon, Keira Christian,
Richard Dunning, Alan Edelkind,
Jim Fredrickson, Katherine Heck,
Janine Lesser, Kevin Pobst,
Liz Swan, Tim Theberge,

ADMINISTRATION

Dr. Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Lori Schmidt, B.A.
Mark Schaub, Tech.
Tim Grossi, Facilities
Carrie James, H.R.
Cari Christian-Coates, Student Serv.
Ben Moenter, Special Ed.
Heather McKillop, CVHS

1. Call to Order and Pledge of Allegiance

Tim Theberge called the meeting to order at 6:10 p.m.

2. Right to Know for Public Meeting Emergency Declaration

The Emergency Declaration was not needed as a result of the Emergency Order having expired.

Tim Theberge asked the Board to move the Public Comment session prior to non-public. Confirmed.
Tim will begin with Zoom community members and then those in present.
There was no public comment from remote participants.

Dr. Kimberly Saunders told those present that if they had comments related to the Reopening Plan that they do so now because the second Public Comment session will be after that agenda item.

Rich Scheinblum, Monadnock Hospital Administrator, said that he understands that there are some that want the mask requirement removed. Mr. Scheinblum shared his experience on the COVID Monitoring Team and other related work. He said that the School Board charged the committee to make recommendations that protect the community at large. Long term effects of COVID are still being studied. The plan for last year was designed to be fluid and could be adjusted. This is the spirit of plan.

Rich Cahoon moved to allow Mr. Scheinblum additional time for public comment. Kevin Pobst second. Unanimous.

Rich Scheinblum said that removing masks now, out of a minority public opinion, would undermine the work of the committee and signal that safety is not the highest priority.

Christie Harris, AES Parent, said that if masking is still effective why do we still see the results. Masks are being removed as a requirement in other places. Why would we continue when we cannot control what the rest of the communities are doing? Ms. Harris said that she would like reconsideration requiring masking.

Erika, AES parent, reported that she works for Cheshire Medical. She asked if the evidence under consideration is for children and community spread or wider. Long-term care facilities have the majority of cases. In the reopening plan, it says that the plan will be followed but there are still students wearing masks.

Brittany Girard, AES, asked the board to consider eliminating mask requirements. She said that they have an impact on the mental health of children. She said that she feels mislead that outside mask breaks would be permitted and it has not happened. She said that she hopes another opinion will be considered in the minority opinion, which is really the majority.

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

a. Legal

b. Negotiations

Janine Lesser moved to enter into non-public session in accordance with RSA 91-A:3,II at 6:22 pm for matters of negotiations. Rich Cahoon second. Unanimous.

Katherine Heck moved to exit non-public session at 6:56 p.m. Dick Dunning second. Unanimous.

Katherine Heck moved that the District be closed for the day on June 18th. Janine Lesser second. Keira Christian, Rich Cahoon, and Dick Dunning abstained. All else in favor. Motion carried.

Janine Lesser moved to accept the three exceptions in retirement notifications. Dick Dunning second. Unanimous.

Rich Cahoon moved to seal the minutes of non-public session for a period of five years. Katherine Heck second. Unanimous.

4. Points of Pride

Dr. Kimberly Saunders shared various points of pride as reported to her from administrators.

5. Public Comment

None.

6. Consent Agenda

a. Acceptance of School Board Meeting Minutes

1) June 1, 2021

b. Personnel

1) Nominations

2) Co-Curricular Notifications

The Consent Agenda was adopted, as a whole, by the board.

7. Superintendent's Report and Presentation of Business

a. School Board Induction Series

- Facilities/Technology

Mark Schaub, Technology Director, shared the various areas of his department's responsibility. Mr. Schaub shared the Technology Organization Chart which is primarily made up of five individuals. The Technology Plan identifies the vision and is broken out into eight parts supported by the technology team. Curriculum, Instruction, and Assessment is one focus area. Use of Space and Time tools were shared as well as information about submitting a request for tech support. Making sure that the servers are up and running along with the support of associated backup is another responsibility. Protecting the internet and content is crucial. This department supports 21st Century learning skills through professional development opportunities. Managing the technology budget and resources toward meeting student learning goals is another area that is supported by the technology department. In addition, core systems that are supported include PowerSchool, Infinite Visions, Google, Meals Plus, Follett, Snap Health Center, E-Rate, the development of a Data Governance Plan, and Special Education/Assistive Technology.

Alan Edelkind shared how impressed he is with what Mark and the Technology Department has been able to do to support student learning.

Jim Fredrickson said that when looking at modernizing classrooms in the future it is tied into technology support.

Tim Grossi, Facilities Director, shared the Mission Statement of the District Facilities Team embedded in the Strategic Plan. In summary, his position is responsible for ensuring the smooth running of eleven schools, 600,000 sq. ft. of educational space, 127 acres of land, 140,000 gallons of fuel oil, 19 boilers, 145 HVAC units, 15 acres of athletic fields, 802 parking spaces, 363 faucets, 21 monthly electric bills, and the oversight of all of it. He and his department are responsible for Life Safety i.e. fire safety, elevator inspection, kitchen ventilation and environmental permitting. Compliance with the NH Department of Education, local Fire departments, and insurance company inspections fall under this department. The facilities department budget totals +/- \$4M. Long range planning including a Capital Plan, Maintenance Plan among others falls under Mr. Grossi. Constantly seeking reductions that will result in cost savings are part of Tim's work. Routine repair, preventive maintenance, emergency response, project oversight, purchase order procurement, problem solving, air quality maintenance, and athletic field maintenance and preparation are part of the job.

The Facilities Group is made up of 7 Full-Time ConVal Technicians, 4 Full-time custodians among others which include a master electrician, certified gas pipe fitter, certified playground safety inspector, and emergency response to name a few.

Tim Grossi shared that success does not happen without strong, positive relationships.

Dick Dunning said that both Tim Grossi and Mark Schaub are the finest in what they do for the students and staff of the ConVal School District and he commended their leadership.

b. NESDEC Demographic Information

Kimberly Saunders reported that NESDEC is offering a reduced rate of one-half off the cost of affiliation. ConVal was a member at one time. NESDEC conducts a demographic study which is part of the membership fee.

Kevin Pobst asked why we are no longer a member. The response was that the board at the time made the decision as a result of a feeling that a high level of service for the fee was not apparent.

Rich Cahoon said that they were used for two purposes; demographic study and recruitment assistance that did not go well. The annual demographic study was more a straight-line projection from one year to the next. The full demographic evaluation was done well.

Rich Cahoon added that the Articles of Agreement require a demographic study every three or so years.

A dollar figure for cost will be brought to the next School Board meeting.

c. Unreserved Fund Balance Estimate

Kimberly Saunders emphasized that "projected" and "unaudited" information is being shared.

Lori Schmidt said that an unrestricted fund balance is projected at \$4,000,000. Revenue Sources and Unexpended Appropriations were outlined. Unexpended Appropriations were outlined as well. An unused retained fund balance in the amount of \$320,764 and then ESSER funds became available allowing this amount to be retained. Unexpended appropriations included savings in salaries and benefits, summer curriculum, athletics, supplies and books, transportation, tuition, health insurance rates, and mileage.

The recommendation is to place \$700,000 in trust funds, reduce the town appropriation schedule and payments by \$1.8M to help town's cash flow. It is estimated that \$1.4M be returned. This is unaudited.

Kimberly Saunders said that we received significant legal opinion about this. We encumbered these dollars knowing we would have to pay for compensatory services for students related to IEP's. We were able to encumber those costs last year but we cannot roll it into another year.

Rich Cahoon said that the transportation savings is in large part a result of a staffing shortage at the bus company. Lori Schmidt confirmed that we have not had the manpower to operate the buses that are needed. It was not intentional to save money.

Rich Cahoon said that he would love communications trumpeting this. Confirmed.

Kimberly Saunders said that we will not see these numbers again. We froze the budget quickly at the onset of COVID. The district work that did not take place means that we are behind in those areas. We will be able to tap into ESSER funds to do some of this work. In the area of athletics, we did not run many of the pieces. Other pieces were noted. This caused pain in terms of student participation, social/emotional impact, among others. Getting to this number was not in the best interest of our kids.

Rich Cahoon cautioned that he does not want the double counting of the \$780K both this year and next. This is a one-time opportunity.

d. Health Insurance Start Date

Carrie James shared information about an adjustment for new employees in the area of health insurance start dates. In the past, an employee hired could elect to receive benefits on July 1st or August 1st of the given year. The exposure for incurring costs in July or August for an employee who will not begin work until September was noted. The first day of work is defined as the first day they will report to work. Employees would have the same benefits on the same day. Carrie reported surveying other districts on this topic. Two offered benefits on a July 1st date.

CVEA language permits this.

Carrie James said that she is looking for consistent practice. She said that it does not impact the hiring process.

The recommendation is to use the first day worked and the first contracted day as the date of hire for all insurance and benefits for offering and enrollment for consistency.

Rich Cahoon shared concern with it going against current practice and concerns with hiring.

This was agreed not to be implemented for the upcoming school year and to mull it over for the upcoming year.

e. Recommendation for Administrative Structure at HES

Kimberly Saunders shared the recommendation for Nicole Pease to be appointed to be the principal for both Hancock Elementary School and Dublin Consolidated School.

Dick Dunning asked if this was for one year only. Kimberly Saunders said that this would not be for one year; it would be a permanent assignment. Dick shared his concern with what he has seen in the past.

Kevin Pobst asked what the feedback is on the Pierce and Frankestown Elementary School shared responsibility. Kimberly Saunders said that the principal has felt supported.

Katherine Heck shared Dick's concern with a shared principal model. Dublin will not have a fifth grade next year; therefore there would not be a need for a teaching principal next year at DCS.

Kimberly said this position would no longer be a teaching principal but rather a principal of both DCS and HES. She added that based on the requirements of principals and the requirements of teachers, the teaching principal model is not always feasible.

Dr. Ann Forrest said that she has not had the experience of being a teaching principal but has been a principal across two schools. It offers the opportunity to further refine your approach to things when working across two schools. There are pro's to this model.

Rich Cahoon moved to approve administrations recommendation. Kevin Pobst second. Unanimous.

f. Research Project

Dr. Kimberly Saunders outlined the proposed research project.

Dick Dunning moved to approve the research project. Liz Swan second. Unanimous.

8. Reports

a. Teacher Representative

Rachael Heard shared what teachers have done to teach students in the environment over the past year. She said that this is a time to celebrate the year.

b. Communication Committee – Alan Edelkind/Janine Lesser

Janine Lesser said that the details of the proposed public forums were worked out. They discussed communication for reopening and recovery. Amy Janoch will work with Guilfoil Public Relations on future communications. In addition, policy of communications was discussed and is in the works. It was agreed that the Board will assign pieces to alert the public on what becomes law related to education.

c. Food Service Committee – Richard Dunning

Last night's meeting was cancelled and will be rescheduled.

d. Policy Committee – Katherine Heck

Katherine Heck reported that the committee discussed a student discipline policy update that will come to the full board in July. The Financial Policy Review Schedule will be prioritized. JICFA, hazing policy, was reviewed and will go to legal for review. Work continues on the evaluation policy of the Superintendent.

9. Old Business

a. Legislation

Tim Theberge reported that the House ceded to the Senate on divisive content and contains the voucher bills still at this time.

Katherine Heck spoke about funding being tied to enrollment being appropriated to a specific account. Katherine shared other updates as well.

Kimberly Saunders reported that a figure of \$4K was being used for the voucher. It was asked where the \$4K figure was arrived at but went unanswered.

b. Livestream of Board Meetings

Kimberly Saunders referenced information from Upstream Sound & More related to livestreaming board meetings. Livestreaming would be more efficient and effective over Zoom for those that cannot attend meetings in person. This function could also be used for trainings across other buildings.

Mark Schaub reported that a fixed camera, microphones, and other equipment was recommended resulting in a quote for \$5,629.58.

Katherine Heck asked if other products have been investigated for this function. Mark Schaub reported reaching out to other vendors but Upstream has been doing work in the district and provided a quote.

Kimberly Saunders said that the amount of audio that we need here with School Board members and administration is an issue. In addition, we said that we would no longer conduct meetings on Zoom after tonight's meeting.

Kimberly said that we could train someone to manage the bi-monthly meetings for livestream as well. There would be set-up and takedown time as well.

Rich Cahoon said that he has heard feedback that people would like to continue to attend meetings remotely.

Tim Theberge shared concern with having to move in and out of public and non-public sessions.

Kevin Pobst shared that he would like to see additional quotes for these services before committing. Is there a system that could be operated independently?

Experiences with livestream were shared.

Mark Schaub said that this is something that we can operate in house. He can look at other audio input. One of the benefits of this system is flexibility with audio and video.

Rich Cahoon suggested that we define what the scope of the exploration should be before sending Mark to research.

Dick Dunning said that Mark's proposal makes sense based on Mark's effort to use equipment we have in house now.

Dick Dunning moved to follow through with the quote presented with additional information that may be necessary about manpower available at meetings and other required information.

Janine Lesser second.

Katherine Heck agreed that we need to address this however, she shared her concerns with the need to have a person present to film. She said that automated systems are available that require a press of the button. She is in favor of the service but nervous about the need for an individual to run equipment.

The motion is not a vote to go with the quote provided but rather to gain additional information needed.

Kevin Pobst said that he wants information on other systems to assure that we are providing high quality.

Rich Cahoon shared the proposed cost on the quote and additional manpower hours for a period of one year.

Rich said that this should be done for one year and reevaluated at the end of the year.

Unanimous.

c. Reopening Plan (Board Vote Required)

Kimberly Saunders referenced the Reopening Plan and redacted feedback she has received on the plan. She asked that the COVID Monitoring Team be made available to answer any questions tonight.

Katherine Heck moved to adopt the reopening plan. Janine Lesser second.

Katherine Heck reported hearing from eleven constituents all around mask wearing. She conducted her research on what other states are doing as well to get a sense. It is all over the board. She asked that if the plan is adopted as written that we maintain, as we have done, the flexibility to roll back restrictions if we find it appropriate.

Rich Cahoon thanked the COVID Monitoring Team. He suggested that in a new year, we would need to change the way that the team operates. It has been an appeal to authority. We will need more of a sense that "this is our recommendation and this is why" approach. He agreed with comments in public that this is more a majority opinion to not require masks. Masks outdoors is a sticking point.

Kimberly Saunders said that she has addressed masks outdoors stating that masks outside are not required if social distancing can be maintained. This information has been shared multiple times. In addition, the plan does not say a hard and fast "we will wear masks", it says that we will follow specific guidance. When it contradicts, we take it to the COVID Monitoring Team.

Discussion took place about what the document states; if we say we adopt CDC Guidelines, a fully vaccinated individual would no longer have to wear a mask.

Kimberly Saunders said that the feedback is strong about asking about vaccinations. Surveys are conducted.

Rich Cahoon shared a concern with the transportation recommendation. If we encourage students not to take the bus under certain conditions, we have to say that the risk getting to school is greater for COVID than other modes of getting to school.

Kevin Pobst brought focus to the assumed starting point is in blue mode.

Dr. Suzanne Schoel said that it is hard to predict August and September. Concern is over the Delta Variant and is much more contagious. We don't know how effective the vaccine is with this strain. We will still have people under the age of 12 that are not immunized and can carry it into the schools.

Kevin Pobst shared concern with basing procedure on avoiding conflict with certain parents.

Dr. Schoel said that her practice contemplated not accepting non-vaccinated children which did not go well.

Ed Walker said that the district was successful this past year. Other districts experienced late year outbreaks as a result of practice. September is a far way out. This lays out a plan and option to continue until we know more. This summer will allow a test after day camps and other experiences. Problems across the schools were family related. He said that he does not see the harm with a plan that allows flexibility or to enact whatever guidelines needed to be successful.

Rich Cahoon said that the plan cannot be open ended. He said that we need to change the default setting so that if we do something different than surrounding areas we need to be able to explain.

Liz Swan said that she hears about the psychological well-being of mask wearing on students. She wants this to be a focus moving forward.

Kevin Pobst shared his interest in language that might be used to describe the practices for the monitoring team.

Rich Cahoon said that the plan refers to the monitoring team. It would make him feel comfortable to hear that we are going to say why we are following specific advice, not just that we are following it.

Kimberly Saunders reminded the board that the monitoring team are volunteers to the district. To ask the team to provide an explanation of the "whys" of their response is a concern.

Rich Cahoon said that if we are going to be different than we need to explain why.

Katherine Heck said that with the State of Emergency lifted in NH, she shared what surrounding states require. She asked that as we think about mask wearing as it gets closer to reopening that it is for everyone.

Katherine Heck moved to amend the motion to adopt the 2021/2022 Reopening Plan providing more detailed information when changes are made within the plan as written for when those changes occur.

Janine Lesser second.

Kimberly Saunders pointed out that every time a change was made, a detailed explanation was provided. This plan was not made without bringing explanations forward. Second, she said that she is unsure what personnel is thought to be available to do this work. She requested that the explanations are applied to funding to pay people to provide the explanation being asked.

Rich Cahoon said that when discussion happens at the monitoring team that some of that information be shared. There are districts that aren't requiring masks but we do.

Dr. Schoel said that when decisions were made, information was provided that often included citations. If you are not immunized, the recommendation is to wear a mask indoors. The fact that elementary kids cannot be immunized yet is a concern.

Tim Theberge said that the science is settled on this issue yet people reach different conclusions.

Rich Cahoon said that we should not base this on public opinion but we should explain to the public why we haven't made changes. He is asking for an explanation of why we are doing things differently.

Kevin Pobst shared an example when the NHIAA required masks where he would have liked more information. Kimberly said that we would not have been able to compete if we did not comply.

Kimberly Saunders said that if you are looking for explanations of divergence, a geographical boundary would be needed. Parameters are needed to develop an explanation that would be meaningful.

Alan Edelkind said that we agreed that the plan is a good one. We are saying that we are not satisfied with communication when changes are made. The board has responsibility with voting on when changes are made. Therefore, the board will have to vote differently. We have a process in place to approve the change or not.

Dick Dunning said that the parameters would be districts that surround us. He said that it is part of the discussion that involves the recommendation.

Jim Fredrickson said that we move forward improving the plan and ask Kimberly to provide a recommendation on how to handle this additional communication moving forward.

Kevin Pobst said that it would fall on the School Board to provide a robust explanation on changes.

Rich Cahoon further suggested that people need further explanation as to why. How was a recommendation arrived at? **The Motion on the floor is to approve the Reopening Plan as presented with a commitment for improved communication on decisions and changes. In favor: Unanimous.**

d. Solar Project (Board Vote Required)

Janine Lesser moved to approve the Power Purchase Agreement for a solar project as presented.

Jim Fredrickson second. Unanimous.

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

- ILD: Non-Educational/Non-Academic Questionnaires, Surveys, and Research

Janine Lesser moved to adopt policy ILD as read. Katherine Heck second. Unanimous.

10. New Business

a. 1st Read Policy

1) IHAK: Character and Citizenship Education

Tim Theberge referenced this policy for a first read.

b. Deputy Treasurer

Katherine Heck moved to appoint Judy Miskelly as Assistant Deputy Treasurer for a period of one year.

Dick Dunning second. Unanimous.

c. Budget Transfers

Lori Schmidt referenced budget transfers as a result of cleaning up salaries and benefit lines. In addition, changes to cover encumbrances with legal expenses are asked and to cover food service.

Rich Cahoon moved to approve the budget transfers. Kevin Pobst second. Unanimous.

d. Expense and Encumbrances

May and June Encumbrance - Rich Cahoon moved to accept the expense report and adopt any encumbrances therein. Katherine Heck second. Unanimous.

e. Purchase Recommendations

Lori Schmidt referenced the following purchase recommendations.

249 access point 1-year licenses in the amount of \$19,367.22 – Kevin Pobst moved to approve this request. Janine Lesser second. Unanimous.

55 Access Points to replace existing models in the amount of \$35,132.25.

Kevin Pobst moved to approve this request. Keira Christian second. Unanimous.

6 Replacement Treadmills in the amount of \$22,954.00 – Kevin Pobst moved to approve this request.

Dick Dunning Second. Unanimous.

Transportation Contract - Multi-Year Agreement –One bid was received. Details were outlined.

The motion requested is to accept a bid but not the single start time.

Janine Lesser moved to accept the contract for transportation. Dick Dunning second. Rich Cahoon abstained.

All else in favor. Motion carried.

f. Final Encumbrances 2020-2021

A level one HVAC system is requested. Because the estimate is \$100K, it was thought to use funding in the budget rather than ESSER funds with reasons cited. The process is lengthy. The State DOE emailed with further guidance late today. Defining what constitutes renovation vs. construction is underway. Lori Schmidt said that if ESSER can be used she will.

Rich Cahoon moved to approve this request. Kevin Pobst second. Unanimous.

g. Town Payment Schedule Draft

The schedule applies \$1.8M to reduce the amount towns have to pay. Authorization to send to towns was requested.

Katherine Heck moved to approve payment schedule as presented. Rich Cahoon second. Unanimous.

h. Monthly Events Calendar – July 20th Board Goals Meeting

The July 20th School Board meeting will be when administration reports on goals. An earlier start time was suggested.

Committee meetings going forward require a physical quorum present. Tim Theberge suggested in person meetings only from this point forward. Equity Committee meeting offers both a remote and in person option. Rich Cahoon said that we have conducted countless committee meetings without a quorum present.

11. Public Comment

None.

12. Approval of Manifests (Board Vote Required)

Lori Schmidt certified that the manifests listed, totaling \$1,666,711.58, have been reviewed by her and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

Dick Dunning moved to approve the manifests as presented. Jim Fredrickson second. Unanimous.

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

None.

Dick Dunning motioned to adjourn at 10:35 p.m. Jim Fredrickson second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

CONTOOCOOK VALLEY SCHOOL DISTRICT

July 13, 2021

Personnel Agenda

Nominations – July 2021:

District

Teressa Drogue	District Director of School Counseling	\$104,000
Catlin McLaughlin	Math Coach	\$ 82,000

CVHS

Gretchen Lima	Health Teacher	\$ 63,736
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SMS

Jessica Kelly	Gr. 5 Math Teacher	\$ 42,140
Ashley Goggin	School Counselor	\$ 50,567

AES

Victoria DiFolco	Gr. 2 Teacher	\$ 72,266
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CVES

Amy Pope	Title 1 Teacher	\$ 75,970
Cooper Valinski	PE/Health Teacher	\$ 49,514

Resignations June 2021:

CVHS

Lance Flamino	Math Teacher	
Judith Winters	School Counselor	

PES

Sarah Keith	Special Education Teacher	
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Co-Curricular Notifications:

See Attached

First	Last	DAC	Position	Stipend Amt	FTE
Summer Academy					
Elizabeth	Moore	CVHS	English 9	\$ 2,500.00	1
Tyler	Mudrick	CVHS	English 10	\$ 2,500.00	1
Alexis	Harris	CVHS	English 11	\$ 2,500.00	1
Griffen	Fletcher	CVHS	Arts and Algebra	\$ 2,500.00	1
Karrie	Mitschmeyer	CVHS	Arts and Algebra	\$ 2,500.00	1
Sarah	Gilpatrick	CVHS	Geometry in Construction	\$ 2,500.00	1
Matthew	Harris	CVHS	Geometry in Construction	\$ 2,500.00	1
Ashley	Riendeau	CVHS	Algebra 1 Part 2	\$ 2,500.00	1
Peter	Maresco	CVHS	Algebra 2	\$ 2,500.00	1
Nate	Townsend	CVHS	US History	\$ 2,500.00	1
Riley	Beliveau	CVHS	American Government & Economics	\$ 2,500.00	1
Riley	Beliveau	CVHS	Eastern World Heritage	\$ 2,500.00	1
Brock	Lambert	CVHS	Physical Science	\$ 2,500.00	1
Greg	Morris	CVHS	Department Head - Math	\$ 4,500.00	1
Mary	Goldthwaite-Gagne	CVHS	Department Head - Art/Music	\$ 3,000.00	1
Adrea	Johnson	CVHS	Department Head - Science	\$ 3,500.00	1

Student Behavior, Conduct, Discipline and Due Process

Introduction

The School Board is committed to promoting a safe, healthy, and supportive school and learning environment for all students. To achieve this goal, the District plays a significant role in supporting positive student conduct and behavior with respect to students, district personnel, and members of the community. This expectation extends to when students are on District property, on property within the jurisdiction of the School District (including vehicles), or while attending school activities.

In order to promote a safe, healthy, and supportive school and learning environment, this policy prohibits student conduct and behavior 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, or visitors, constitutes a crime or a violation of the Safe School Zones Act, or violates the District's established expectations for student conduct and behavior. Responses to violations of established expectations for student conduct and behavior will be designed to maximize academic, emotional, and social success while at the same time ensuring the safety of all students, staff and school visitors. To attain this objective, the Board endorses the adoption of a Multi-Tiered System of Supports (MTSS) as the underlying framework for implementing a system of graduated responses which incorporates in-school supports and disciplinary consequences.

Established Expectations for Student Conduct and Behavior

The School Board delegates to the Superintendent, in consultation with building administrators, the responsibility of adopting and implementing age-appropriate expectations for student conduct and behavior for each school. These will include school-wide approaches, as well as small group and individualized interventions that target a student's specific areas of need.

In-School Supports

Whenever appropriate, and consistent with safety concerns, the ConVal School District shall seek to improve student conduct and behavior through alternatives other than the use of exclusionary discipline practices (i.e., suspension or expulsion).

The District maintains a proactive, progressive response system of age-appropriate supports which are designed to promote acceptable behavior, correct student misconduct, reduce incidents of future misconduct, and safeguard the health, safety, and welfare of students and staff. The following are examples of in-school supports that may be offered to students before, in conjunction with, or after disciplinary consequences:

A. Elementary School In-School Supports

The supports offered to students at the elementary schools include, but are not limited to, the following:

- *Preventive Classroom Management* - Preventive classroom management includes the implementation of a variety of strategies that support students to be successful in the classroom (e.g., having an organized classroom, establishing clear routines and procedures, setting high expectations, stating expected behaviors positively, modeling expected behaviors).
- *In-Class Regulation Support* - Students are supported to build and practice a "toolbox" of

regulation strategies that they can select from when they feel dysregulated (e.g., breathing strategies, movement/sensory activities, mindfulness strategies, positive time away from the class).

- ***Precorrection*** - A precorrection is a quick reminder that describes the expected behavior for a task, activity, or transition that is about to happen. The goal of precorrection is to proactively prompt expected behavior before problem behaviors occur.
- ***Positive Reinforcement*** - Recognizing when a student exhibits an expected behavior (e.g., offering behavior-specific praise).
- ***Active Adult Supervision*** - Staff circulate among and interact with students, acknowledging when students demonstrate expected behaviors by providing positive reinforcement.
- ***Conference*** - Teachers or administrators meet with students and/or their parents/guardians to debrief a particular situation or incident in order to support students to reflect on a particular situation or incident, etc.
- ***Reflection*** - Students reflect on what happened, what they were thinking/feeling, what action they took, what their action accomplished, and what they would do differently next time.
- ***Adult Mentorship*** - Staff members serve as mentors who coach students to make positive behavior changes, monitor the students' behavior, and provide the presence of a trusted adult at school (e.g., Check In/Check Out).
- ***Social Skills/Behavior Instruction*** - A social skills curriculum is targeted to address specific areas of need for an individual student or a small group of students (e.g., asking for help, taking turns, sharing, initiating play, making friends).
- ***Reinforcement Systems*** - Reinforcement systems include providing instruction on the expected or desired behavior and then developing a plan for reinforcing that behavior such as:
 - ***Token Economies*** - Students earn tokens when they exhibit the expected behavior. Tokens can be used to obtain an item or a preferred activity.
 - ***School-to-Home Communication*** - When students meet a daily/weekly goal for behavior, the school calls home or sends a positive note home.
- ***Schedule Modification*** - This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., build regular movement breaks into a student's schedule, build a weekly time with the school counselor into the student's schedule).
- ***Functional Behavior Analysis (FBA)*** - FBA is an assessment that is designed to uncover the reason(s) why students are engaging in problem behaviors.
- ***Behavior Intervention Plan (BIP)*** - Following an FBA, intervention plans are designed to support students in reducing problem behaviors through the use of appropriate replacement behaviors.
- ***Wrap-Around Services*** - This intervention involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

B. Middle and High School In-School Supports

In addition to the supports listed for elementary school, the supports offered to students at the middle and high school include, but are not limited to, the following:

- ***Social Skills/Behavior Instruction*** - A social skills curriculum targets specific areas of need for an individual student or a small group of students (e.g., organizational skills and goal setting,

interpersonal communication skills, problem-solving, coping with feelings).

- *Peer Mediation/Peer-to-Peer Problem Solving* - Trained students serve as neutral mediators helping peers to address interpersonal issues by going through a process that focuses on identifying any underlying root causes and then deciding on fair ways to resolve the issue or conflict.
- *Restorative Meeting* - Restorative meetings focus on implementing a victim-sensitive process for problem solving that shows the school community members involved how they can deal with the consequences of the wrongdoing and repair the harm done.
- *Counselor Intervention* - The School Counselor and Student Support Counselor provide social-emotional support and/or services that enable students to progress consistent with the educational, social-emotional, career, and transitional goals of all students. Support services are provided in 1:1 meetings, in small groups, and in co-taught, in-class environments.
- *Schedule Modification* - This involves modifying student schedules to better support their readiness to learn and demonstrate appropriate behaviors (e.g., rearrange class schedule).
- *Youth Employment and Empowerment Services (YEES)* - YEES is a state-certified program that facilitates communication between the family, school, and community and coordinating resources that are available to identified students.
- *Wrap-Around Services* - Involves developing a plan of support that organizes systematic and integrated services across school, home, and community settings.

In-school supports are not considered disciplinary consequences. Any educator or staff member may refer a student to an administrator for in-school supports. The examples listed above are not exclusive, and administrators may implement other supports that they deem appropriate. The decision to provide in-school supports is final and not appealable. Except in the case where a support requires parental consent and the parent has withheld consent, a student's refusal to accept or participate in an in-school support may constitute cause for the administrator implementing a disciplinary consequence or an additional disciplinary consequence.

Graduated Disciplinary Consequences

The ConVal School District maintains a system of graduated disciplinary consequences that are available for implementation when responding to student misconduct that does not warrant suspension or expulsion. When an administrator determines that a disciplinary consequence is warranted, the administrator may determine, at their sole discretion, an appropriate consequence. Administrators will seek to implement graduated disciplinary consequences (sanctions) when doing so will not be detrimental to the health, safety, or welfare of students or staff.

The following are examples of graduated disciplinary consequences that may be administered. When appropriate, graduated disciplinary consequences may be paired with in-school supports.

A. Elementary School Graduated Disciplinary Consequences

The graduated disciplinary consequences that may be administered at elementary schools include, but are not limited to, the following:

- *Planned Ignoring* - The student remains in the setting, but the teacher appears to ignore the student misbehavior rather than allow it to gain time and attention.
- *Withdrawal of Materials* - If a student misuses a material, the material is taken away for a specified amount of time.
- *Time Away from Activity/Group* - Students are able to observe, but cannot participate in, an activity for a specified amount of time.
- *Loss of Privilege* - Students are not allowed to use a specific material or piece of equipment as a result of a misbehavior. For example, if a student repeatedly walks up the slide on the playground, the student may be told that they cannot use the slide for the rest of the day or week. Students may not be allowed to participate in a particular activity. For example, a student may not attend an extra-curricular activity as a result of their misbehavior.
- *Apology* - Students need to provide a verbal or written apology to those impacted by their misbehavior.
- *Restitution/Community Service* - Students are responsible for repairing the harm or damage done as a result of their inappropriate behavior.
- *Parent Contact* - The teacher and/or the administrator contacts a parent/guardian to let them know about their child's inappropriate behavior, as well as any disciplinary consequences that will be implemented as a result of their inappropriate behavior.
- *Time in Office* - Students are removed from the classroom and need to spend time in the office so that the administrator can talk with the student about their inappropriate behavior.
- *Administrator Letter to Parent* - Inappropriate behavior by students is documented and shared with parent(s)/guardian and becomes part of their disciplinary record.
- *During-School Detention*
- *After-School Detention*

B. Middle and High School Graduated Disciplinary Consequences

In addition to the graduated disciplinary consequences identified for elementary school students, graduated disciplinary consequences that may be administered for middle and high school students include, but are not limited to, the following:

- *Temporary Removal from Class*
- *Academic Consequence* — Such action may include requiring students to redo an assignment or retake an assessment for a reduced grade when caught cheating.
- *Police Report* - A report to police is made when a student may have committed a criminal act on school property or while attending a school-sponsored activity.
- *Superintendent Involvement*

These graduated disciplinary consequences shall be administered in a manner which does not result in the student's loss of access to their educational programming. Any staff member may refer a student to the administrator for disciplinary consequences. The decision of an administrator shall be final and shall not be appealable.

Neither in-school supports nor graduated disciplinary consequences shall be deemed a precondition for a suspension or expulsion which is permitted under the law without prior in-school supports or graduated discipline.

Suspension of Students

It is the stated objective of the ConVal School District to reduce the need for suspensions and expulsions through the use of responses such as in-school supports and graduated disciplinary consequences. The District reserves suspension for those matters which threaten to disrupt the educational community, which disrupt the educational community, which represent repeated or significant violations of the conduct or behavioral standards of the District, which threaten to endanger the health, safety, or welfare of students or staff, or which endanger the health, safety, or welfare of students or staff.

There are three forms of suspension: short-term suspension of five (5) days or fewer, short-term suspensions between six (6) and ten (10) days, and long-term suspension for more than ten (10) days.

Standards for Short-Term Suspension up to Five (5) School Days [Level One]

A short-term suspension of up to five (5) school days shall be reserved for:

- Misconduct that presents a low level of detriment to the health, safety, or welfare of the student committing the act and a low level of detriment to the health, safety, or welfare of other students or staff.
- Repeated and willful disregard of the rules of the school that has not been remediated through in-school supports and graduated lesser forms of discipline.
- Such other infraction as the school administrator deems to warrant a short-term suspension of up to five (5) days.

Examples of misconduct which may result in a suspension of up to five (5) days include, but are not limited to, the following:

- Nicotine Products/Paraphernalia
- Social Media Violations/Harassment
- Vandalism
- Bullying
- Physical Assault
- Fighting
- Sexual harassment without unwanted physical contact
- Possession of a controlled drug without a valid prescription
- Repeated violation of any conduct standard
- Conduct that is repeatedly disruptive to classroom or school activities
- Dishonesty, including cheating on school assignments or assessments

The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of up to five (5) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants, up to five (5) days.

In addition, school administrators shall have the discretion to refrain from issuing a suspension when they determine that student conduct may be remediated through in-school supports and/or a lesser consequence. In considering the length of the suspension, school administrators shall consider:

- The extent to which the conduct presented a threat or risk to, the health, safety, or welfare of other students or school personnel, the integrity of the educational process, or the functioning of the school.
- Whether the conduct was disruptive to the school environment and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident.

The administrator may implement the suspension on the day of the infraction, depending on the nature and severity of the violation. Suspensions of no more than five (5) days may be made by an assistant principal. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student. A suspension of five (5) days or fewer is not appealable.

Standards for Short-Term Suspension up to Ten (10) School Days [Level Two]

A short-term suspension between six (6) and ten (10) school days shall be reserved for:

- Behavior or misconduct that threatens significant harm to the health, safety, or welfare of the student, or other students or staff;
- Behavior or misconduct that results in significant harm to the health, safety, or welfare of the student, or other students or staff; or
- Repeated and willful disregard of the expectations for behavior that has not been remediated through in-school supports and graduated lesser forms of discipline (which may include a Level One suspension).
- Misconduct that involves or threatens disruption of the school environment.
- Such other infraction as the principal deems to warrant a short-term suspension between six (6) and ten (10) days.

Examples of misconduct which may result in a Level Two suspension, include but are not limited to, the following:

- Multiple Level One infractions, whether in combination or repeated infractions
- Drug/alcohol policy violations
- Assault resulting in physical injury
- Repeated bullying
- Repeated sexual harassment
- Sexual harassment involving unwanted physical contact
- Disruption of the school day (Threats of Violence)

The examples provided above are not an exhaustive list, and any similar form of misconduct may result in a suspension of between six (6) and ten (10) school days. The school administrator shall have discretion in determining the number of days that the misconduct warrants. In addition, the school administrator shall have the discretion to issue lesser forms of discipline when they determine that the student conduct may be remediated through in-school supports and/or a lesser consequence. In considering the length of the suspension, the school administrator shall consider:

- The extent to which the conduct presented a risk to the health, safety, or welfare of other students or school personnel.
- Whether the conduct was disruptive to the school environment, and if so, the nature and extent of the disruption.
- The extent to which the misconduct is a repeat incident and whether prior disciplinary measures have been unsuccessful.

The administration reserves the right to implement the suspension during the day of the infraction, depending on the nature and severity of the violation and/or the potential results of the violation. Prior to such suspension, the person ordering the suspension must, orally or in writing, inform the student of the charge(s) and give the student an opportunity to respond to the charges. If the student refutes the charge(s), evidence of the misconduct shall be presented to the student.

The decision of the School administrator is final and there is no right of appeal of a suspension of ten (10) days or fewer.

Interventions after Suspension

Students who are suspended for bullying shall be provided with targeted interventions, which shall also be considered a remedial measures. These may include, but are not limited to, the in-school supports bulleted above. Students who engage in repeated bullying after such targeted interventions may be subject to long-term suspension or expulsion, depending on the misconduct.

Standards for Long-Term Suspensions [11 to 20 days] [Level Three]

The Superintendent is designated and authorized by the School Board to extend a suspension for a period of ten (10) additional consecutive school days up to a total of twenty (20) consecutive school days (including the prior ten (10) days) following a hearing before the Superintendent for the following misconduct:

- Misconduct that threatens or results in significant harm to the health, safety, or welfare of the student, other students, or the school staff.
- Misconduct that causes, or threatens to cause, substantial disruption to the school environment.
- Criminal conduct on school property or at a school function

The Superintendent or their designee is authorized to extend a suspension for a period from an eleventh (11th) day up to a total of twenty (20) days based on the extreme nature of a situation.

Examples of misconduct which may result in a total suspension of up to twenty (20) days include, but are not limited to, the following:

- Any substantial threat to the school community
- Persistent and continual disregard of district policies
- An act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D [The Safe School Zones Act]
- Bullying pursuant to school district policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student
- Possession of a firearm [pending an expulsion recommendation], BB gun, paintball gun, or look-alike weapon
- The sale of drugs, either on or off campus
- Sexual assault, other than a felony if committed by an adult
- Possession of a knife or other weapon on campus or at a school activity
- Physical injury to staff or another student
- Any misconduct which is pending the Superintendent's recommendation for an expulsion hearing

A student who repeats any of the long-term suspension infractions listed above may be referred to the School Board for an expulsion hearing. A student who has been referred to the School Board for expulsion may be subject to either a Level Two or Level Three suspension as an interim disciplinary measure, pending the hearing before the School Board.

Any time a student is suspended more than ten (10) school days in any school year, upon the student's return to school the District shall develop an intervention plan designed to proactively address the student's misconduct.

Prior suspensions for drug/alcohol, weapons, or fighting violations may be considered aggravating factors in making disciplinary decisions.

When the District contemplates a suspension which will result in cumulative suspension days for the school year of more than twenty (20) days in total, the District shall arrange for and provide alternative educational services to the student for the duration of their suspension. The alternative educational services shall be designed to enable the student to advance from grade to grade.

No student shall be penalized academically solely by virtue of missing class due to suspension.

Before any long-term suspension [more than 10 days] may be implemented, except as provided for below, students and their parent/guardian must be informed in writing of the charges, and a hearing must be scheduled before the Superintendent or designee, at which the student shall be permitted to be represented by a parent, other adult, or counsel (at student expense) to refute any charges or evidence against them, offer evidence, explanations or mitigating circumstances, cross-examine witnesses, and call witnesses of their own. The long-term suspension process shall comply with the requirements of Ed 317, as amended from time-to-time by the New Hampshire Department of Education. The failure on the part of students and/or their parent/guardian to show at a hearing without just cause shall constitute a waiver of the right to a hearing.

Long-term suspensions are appealable to the School Board unless determined by the Board. Any appeal of a long-term suspension to the Board shall be made in writing and received by the Superintendent within ten (10) days after the issuance of the decision being appealed.

The Board shall hold a hearing on the appeal. The long-term suspension shall remain in force while the appeal is pending, unless the Board stays the suspension while the appeal is pending. The Board may affirm, reverse, shorten, lengthen, or otherwise modify the terms of the long-term suspension, and, when appropriate under the law of the state, may expel the student. The decision of the School Board shall be in writing.

Standards for Expulsion of Students

Expulsion decisions may only be made by the School Board after written notice of the Superintendent's recommendation for expulsion has been provided to the student's parent/guardian or to the adult student. The written recommendation shall set forth the basis for the Superintendent's recommendation.

Additionally, expulsion may only occur after a hearing by the Board which affords the minimum due process required by the regulations of the State Board of Education. The hearing shall be conducted in a nonpublic session unless the parent/guardian or adult student requests a public hearing.

Any student may be expelled from the District by the Board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would otherwise warrant long term suspension but for its repetition
- Any act of physical or sexual assault that would be a felony if committed by an adult
- Any act of violence pursuant to RSA 651:5, XIII
- Criminal threatening pursuant to RSA 631:4, II(a)
- An act of theft, destruction, or violence in a Safe School Zone
- Possession of a pellet or BB gun, paintball gun, rifle, or handgun
- Any act of similar or greater severity as those acts listed above

Furthermore, any student who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code on school campus, on school transportation, or to any District activity or event as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of no less than twelve (12) months.

In considering whether expulsion is warranted, the Board shall consider:

- The student's age
- The student's disciplinary history
- Whether the student is a student with a disability
- The seriousness of the violation or behavior committed by the student
- Whether the school district has implemented positive behavioral interventions subsequent to a ten (10) day suspension

- Whether a lesser intervention would properly address the violation or behavior committed by the student

A student expelled from school in another New Hampshire school district or another state shall not be eligible to enroll in the ConVal School District for the period of such expulsion. If the expulsion is for an indefinite period, the student or their parent/guardian may petition the School Board for enrollment provided they reside in the District or agree to pay tuition. If the student is denied enrollment, the expulsion may be appealed to the State Board of Education. The Superintendent is authorized to modify an expulsion and any reenrollment requirement on a case-by-case basis.

Any expulsion shall be subject to review by the School Board if requested prior to the start of each school year. Any parent/guardian or adult student has the right to appeal any such expulsion by the School Board to the State Board of Education at any time while the expulsion remains in effect.

Implementation and Notice

The Superintendent shall ensure that established expectations for student conduct and behavior shall be published annually in each school's student handbook, which are submitted, reviewed, and approved annually by the School Board.

These expectations will be made available to parents/guardians at the beginning of the school year, and be publicly available on the school or district website. Expectations for student conduct and behavior will also be made available in another language or presented orally upon request.

Additionally, building principal(s) shall ensure student awareness of the established expectations for student conduct and behavior and other District policies through print, postings and/or periodic announcements.

The Superintendent shall designate personnel to explore and pursue relevant State or Federal grants, technical assistance, and professional development opportunities available to facilitate the implementation of a Multi-Tiered System of Support (MTSS) for social, emotional, and behavioral health and wellness.

Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the established expectations for student conduct and behavior.

Parental Notification of Simple Assaults

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring notice to parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposely or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

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 students with disabilities, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01 and federal law.

Budget Transfers

Acct. No.	Description	Debit	Credit
21.000.2320.40.540	Advertising	25,000.00	
21.000.2310.40.540	Dist Admin Advertising		25,000.00

To shift budget to correct function.



ConVal School District - Purchase Recommendation

General Information

Description: Pear Deck - HS subscription allowing for interactive presentations

Sole Source: Yes - see attached letter

Date: July 8, 2021

Budgeted Item: yes

Object Code: 650

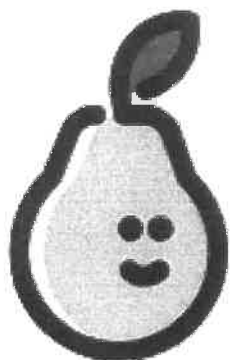
Low Bid Information

Vendor	Description	Bid
Pear Deck	School wide premium access for all CVHS staff and students for duration of subscription	\$4,200 annually

Purchase Recommendation

Vendor	Bid

Comments	This price is subject to a 3 year agreement and reflects a 20% discount.
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Pear DeckTM

February 26, 2021

To Whom It May Concern:

Pear Deck is a web-based application that provides users the ability to create and present interactive presentations. Pear Deck is solely available for direct purchase via our website (<http://peardeck.com/>) or from a member of the Pear Deck sales team. Pear Deck is currently not available for purchase through any resellers, distributors, agents, or dealers.

Pricing is available at <https://www.peardeck.com/pricing>.

If you require any additional information, please contact me at (718) 669-0232 or AnthonyS@peardeck.com.

Thank you for your interest in Pear Deck.

Regards,

Anthony Showalter
Director

Pear Deck, Inc.,
a subsidiary of Liminex, Inc. doing business as GoGuardian
2030 East Maple Ave.
El Segundo, CA 90245

July 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 District Closed-Holiday	3
4	5 District Closed-Holiday	6	7	8	9	10
11	12	13 School Board Mtg. @ SAU @ 7:00 pm	14	15	16	17
18	19	20 School Board Mtg. @ SAU @ 7:00 pm	21	22	23	24
25	26	27	28	29	30	31

August 2021

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