

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, November 16, 2021

7:00 p.m.

Physical Location: SAU #1 Board Room

Livestream Link: <https://www.youtube.com/watch?v=-TZPhh3JZ9s>

Agenda

1. Call to Order and Pledge of Allegiance
2. Points of Pride
3. Public Comment
4. Consent Agenda
 - a. Acceptance of School Board Meeting Minutes
 - 1) November 2, 2021 (pg. 1-4)
 - b. Personnel (pg. 5-6)
 - 1) Retirement June 2023
 - a. Jessie Hale – Special Education Teacher
 - 2) Parental Leave of Absence
 - 3) Co-Curricular Notifications
5. Superintendent's Report and Presentation of Business
 - a. Reopening Update
 - b. Monthly Events Calendar (pg. 7-8)
 - 1) Public Hearing(s)
6. Reports
 - a. Teacher Representative – Cheryl Jessie
 - b. Budget & Property Committee – Jim Fredrickson
 - c. Education Committee – Stephen Ullman
 - d. Policy Committee – Katherine Heck
7. Old Business
 - a. Legislative Update
 - b. School Board Requests
 - c. Budget Discussion
 - d. Policy 2nd Read/Adoption (Board Vote Required)
 - IGE: Parental Objections to Specific Course Material (pg. 9)
 - DAF: Administration of Federal Grant Funds (pg. 10-11)
 - EEAEA: Mandatory Drug and Alcohol Testing – School Bus Drivers and Contracted Carriers (pg. 12-13)
8. New Business
 - a. Policy 1st Read
 - IMC: Controversial Speakers and Programs (pg. 14)
 - JICD: Student Behavior, Conduct, Discipline and Due Process (pg. 15-25)
 - b. Waive Policy – DJE: Bidding Requirements (Board Vote Required) (pg. 26)
 - c. Expenditure and Encumbrance Report – Lori Schmidt
 - d. Budget Transfers – Lori Schmidt
 - e. Accept Gift/Donation (Board Vote Required) (pg. 27-28)
 - 1) South Meadow School requests the authorization to accept from the Donors Choose, BricQ Motion Prime Set valued at \$633.00 for the purpose of using with the 6th grade to implement an engineering unit.
 - 2) Temple Elementary School requests the authorization to accept from the Temple 250th Anniversary Fund, \$1,500 for the purpose of helping to purchase snowshoes for the school.
 - f. Atrium Roofs – South Meadow School/Great Brook School
9. Public Comment
10. Approval of Manifests (Board Vote Required)
11. Non-Public Session: RSA 91-A: 3, II (If Required)
 - a. Negotiations
 - b. Legal
 - c. Personnel

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CONTOOCCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, November 2, 2021

7:00 p.m.

Physical Location: SAU #1 Board Room

Livestream Link: <https://www.youtube.com/watch?v=tHerLRrX1GU>

Minutes

BOARD

Rich Cahoon, Keira Christian,
Richard Dunning, Alan Edelkind,
Jim Fredrickson, Katherine Heck,
Greg Kriebel, Janine Lesser,
Kevin Pobst, Liz Swan,
Tim Theberge, Stephen Ullman,
Jerome Wilson

ADMINISTRATION

Dr. Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Cari Christian-Coates, Student Serv.
Carrie James, H.R.
Heather McKillop, CVHS
Tim Conway, SMS
Stephanie Syre-Hager, AES
Amy Janoch, Learning Recovery
Kat Foecking, GBS

1. Call to Order and Pledge of Allegiance

Tim Theberge called the meeting to order at 7:02 p.m. The Pledge of Allegiance was recited.

2. Points of Pride

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

3. Public Comment

None.

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

a. Legal

None.

5. Consent Agenda

a. Acceptance of School Board Meeting Minutes

1) October 19, 2021

b. Personnel

1) Co-Curricular Notifications

Kimberly Saunders said that when co-curricular nominations are brought forward they are at a point in time.

The Consent agenda was adopted with a noted edit to the name of boy's hockey coach.

6. Superintendent's Report and Presentation of Business

a. Reopening Update

Kimberly Saunders reported that the COVID Dashboard went down but work is underway to update that. Dr. Saunders reported on the rates of positive cases across our nine towns, school district, and area. There is no recommendation for change to the learning model from the COVID Monitoring Team. We are in the process of applying to be able to provide rapid tests by our nursing staff. The application process is not cut and dry. The nurses have been able to access the vaccination pieces for the State in general areas.

b. Learning Recovery Presentation - Amy Janoch

Amy Janoch, Director of Learning Recovery, shared information related to work in the area of learning recovery.

Four focus areas include creating a supportive learning environment, focus on acceleration, provide high intensity tutoring, and expanding learning time for students.

The need for support in specific areas is a high priority. Plans to support students at their level have been implemented. "First 8 Weeks" Curriculum included eight staff who are working together to assess the implementation through staff self-assessments and revise curriculum based on results. All schools continue their work on positive behavior interventions and supports.

At the middle school level, universal teams to oversee multi-tiered system of supports for behavior have been established. Staff have taken a school culture assessment to identify strengths and areas of need.

At the high school, staff worked to identify the social emotional needs of students. They modified the school wide self-management rubric to reflect focus areas. One staff meeting a month is dedicated to professional development focused on student's social and emotional growth.

The focus on acceleration is one to help students access grade level material.

High-Intensity Tutoring has been part of the plan. ConVal needs additional tutors. Amy Janoch reviewed the work done in this area as well as what more is needed.

Expanded Learning Time, before and after school, is becoming more and more imperative.

The work that is being done is a shift from time as the constant to learning as the constant.

Janine Lesser asked about the number of tutors at the high school. Is that because it has to be subject specific?

Amy Janoch said that they are not replacing teachers.

Katherine Heck spoke about cost allocations previously planned. e.g. summer planning and training. Amy Janoch said that this work did occur. Money allocations were shared.

Liz Swan asked about the math and literacy coaches and asked where they are at the elementary level. Math is at Antrim and Literacy is at Bennington. Math will add Peterborough as well. Each have gone to all of the elementary schools to start the conversation.

Liz further asked what the qualifications are for a tutor. Certified tutors and paraprofessional tutors with expertise in areas of instruction for certified tutors and experience in classroom instruction for the paraprofessional tutors. A level of expertise is what is looked for. Training to connect well with the classroom will be provided.

Greg Kriebel suggested that students in need should be identified first before allocating funds per school.

Amy Janoch said that this was a starting point.

Ann Forrest said that tutoring is highly connected to classroom work. Decisions on classroom-based assessments drive the need for tutoring.

Kimberly Saunders said that we have a system to try to address students who are one or two years behind. Significant learning issues may need a different type of system. Educational decisions need to be made with data and intentionality.

How are students identified for tutoring? The systems we have in place right now are set up to identify students who are really struggling or significantly behind. The district is looking at the current system in place and bringing in the new element based on classroom assessment to identify specific students who would benefit from tutoring during the length of a unit. It may be two weeks or up to six weeks.

Kevin Pobst said that a large number of students was originally discussed as in need of intervention support. He said that it appears that the system may not be able to address the scale of need.

Ann Forrest said that we have not been able to secure a math or a literacy coach at the high school. The numbers were from an initial survey. Principals have provided clarity to share with teachers. We are still advertising for these positions. Tutoring is only one piece of this. When there are a large percentage not meeting assessments, we go back to the classroom to look at identifying priority standards, coaching the teachers, and other supports.

Alan Edelkind asked, related to assessment, where we are now compared to where we should be. Are we comfortable that we will be able to meet the goals for the learning recovery program?

Amy Janoch said that what has been put into place is extraordinary since work began. Ms. Janoch said that she anticipates that goals will be met. She said that this is too important and this is an opportunity to make shifts in how we support children.

The source of funds for all of these efforts requires substantial and meaningful focus.

Kimberly Saunders said that we sent out surveys and learned that the school environment and social/emotional areas were important to parents.

Rich Cahoon asked about the word "certified" that was used as a requirement for tutors. He asked if there is a point where certification might not be required. Amy Janoch confirmed and said that "skilled" would be the better term.

Liz Swan asked about planning for next summer, what does Ann see in terms of planning and need.

Amy Janoch said that the expectation was to provide programming for all levels. There was a period of crunch time and what could be put together was. She agreed that planning for summer should begin early.

Dick Dunning shared his concern with math and coaching. A positive change in math scores has not resulted. He said that the areas with the highest needs should be the focus. It is difficult, if not impossible, to get to all of the students across all of the schools.

Rich Cahoon spoke about the artifacts required for the monitoring period of the grant. Kimberly said that redacted minutes of meetings will be submitted as artifacts.

c. Monthly Events Calendar

Selectmen's Advisory Committee will meet on Thursday, November 18th at 7:00 p.m.

d. November 1st Enrollment Update

Kimberly referenced enrollment data. Information presented should be the data carried for the remainder of the year with slight increases and decreases.

Rich Cahoon noted FES reflects a grade 2 and 3 combination. Kimberly said that was inaccurate.

7. Reports

a. Teacher Representative – Cheryl Jessie

None

b. Strategic Plan Committee – Tim Theberge

Tim Theberge reported that presentations from all of the subcommittees were shared. The Wellness Committee requested additional direction and a board member assigned to it. This has been resolved.

Tim asked members of the public interested in serving on the Wellness Committee to step forward. The committee would love to have you.

c. Equity Committee – Rich Cahoon

None.

d. Selectmen's Advisory Committee – Tim Theberge

Tim Theberge reported that discussion on the proposed budget as well as changing demographics around the ConVal School District. This led to affordable housing discussion. Selectmen's Advisory Committee showed interest in engaging others in the Strategic Plan process.

e. Policy Committee – Katherine Heck

Katherine Heck reported that three policies come tonight for a first read. Work on additional policies occurred this evening. Updates to JICD were also made.

8. Old Business

a. Legislative Update

Tim Theberge said that LSR's are being turned into draft legislation.

b. 5th Board Goal Discussion

Tim Theberge spoke about prior discussion that occurred about the potential for a fifth board goal. The recommendation is not to add a fifth goal or the board will continue to support the District's efforts to implement Preschool for All.

Alan Edelkind said that this does not belong at the board level and suggested not having a fifth goal and shared his rationale. Katherine Heck agreed that a fifth goal was not needed.

Kimberly Saunders asked if this was an intent not to support Preschool. The board confirmed that that is not the intent at all.

9. New Business

a. Policy - 1st Read

IGE: Parental Objections to Specific Course Material

DAF: Administration of Federal Grant Funds

EEAEA: Mandatory Drug and Alcohol Testing – School Bus Drivers and Contracted Carriers

Tim Theberge referenced the above three policies for a first read.

Tim Theberge yielded to Dick Dunning for a concern.

Dick Dunning said that he received a letter from a parent asking why we are not having a "B team" for basketball at the middle school level. He was told that it was budgetary related.

Kimberly Saunders said that she believes that it was an issue with finding coaches and that it has since been resolved.

10. Public Comment

Selena White, Temple, shared her concern about the vaccination of students to attend public school. She is aware it is not required now but is concerned about the future. She said that it is not the right move in her opinion. She referenced an email about the vaccine that she received from Monadnock Community Hospital about the effectiveness.

11. Approval of Manifests (Board Vote Required)

Kimberly Saunders certified that manifests listed totaling \$2,121,591.58 have been reviewed by the Business Administrator 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 read. Jim Fredrickson second. Unanimous.

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

- a. Negotiations**
- b. Legal**
- c. Personnel**

Janine Lesser moved to enter into Non-Public Session in accordance with RSA 91-A:3,II at 8:31 p.m. for matters of negotiations, legal, and personnel. Katherine Heck second. Unanimous.

Dick Dunning moved to exit non-public session at 8:55 p.m. Katherine Heck second. Unanimous.

Janine Lesser moved to seal the non-public minutes for negotiations for 10 years. Dick Dunning second. Unanimous.

Janine Lesser moved to seal the non-public minutes for personnel for 10 years. Dick Dunning second. Unanimous.

Janine Lesser moved to seal the non-public minutes for a student matters in perpetuity. Dick Dunning second. Unanimous.

Katherine Heck motioned to waive the penalty in Article 12.4 of the CVEA contract for an employee discussed who has left the district. Jerry Wilson second. Unanimous.

Jim Fredrickson moved to accept the tentative agreement between the CVEA and the ConVal School Board dated October 19, 2021 that modified the current bargaining agreement FY 23-25

Jerry Wilson second.

Dick Dunning, Rich Cahoon, and Keira Christian abstained. All others in favor. Motion carried.

Jerry Wilson reported that he is stepping down from the ConVal School Board effective November 30th or sooner if a replacement can be found. His hope is that the replacement can be found to allow input in the budget process. He shared his appreciation for all of the work that has been done and wished the board well.

Dick Dunning motioned to adjourn at 9:02 p.m. Liz Swan second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

CONTOOCOOK VALLEY SCHOOL DISTRICT

November 16, 2021

Personnel Agenda

Retirement June 2023:

AES

Jessie Hale

Special Education Teacher

Parental Leave of Absence:

SMS

Koehlaina Coolidge

Special Education Teacher

Co-Curricular Notifications:

See Attached

NOTICE OF STIPEND POSITIONS

First	Last	DAC	Position	Stipend Amt	FTE
Cynthia	McLaughlin	CVHS	Assistant Track Coach	\$ 2,846.20	1
Dallas	Austin	SMS	Girls B Basketball Coach	\$ 2,134.65	1

November 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Policy Committee Mtg. @ SAU @ 6:00 pm School Board Mtg. @ SAU @ 7:00 pm	3	4	5	6 Budget Work Session – 8:30 am
7	8	9 Budget & Property Committee Mtg. @ SAU @ 6:00 pm	10	11 District Closed – Veteran's Day	12	13
14	15 Education Committee Mtg. @ SAU @ 5:30 pm	16 Policy Committee Mtg. @ SAU @ 6:00 pm School Board Mtg. @ SAU @ 7:00 pm	17 Communication Committee Mtg. @ SAU @ 6:30 pm	18 Strategic Plan Committee Mtg. @ SAU @ 6:00 pm Selectmen's Advisory Committee Mtg. @ SAU @ 7:00 pm	19	20
21	22	23	24 District Closed – Thanksgiving Recess	25 District Closed – Thanksgiving Recess	26 District Closed – Thanksgiving Recess	27
28	29	30 Equity Committee Mtg. @ SAU @ 5:30 pm				

December 2021

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

IGE – Parental Objections to Specific Course Material

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

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

The building Principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

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

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

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

Legal References:

RSA 186:11, IX-b & IX-c State Board of Education; Duties.
20 U.S.C §1232h, (c)(1)(C), Protection of pupil rights
RSA 193:40, Prohibition on Teaching Discrimination

Related policies: IHAM & KEC

First Read: November 2, 2021

Second Read: November 16, 2021

Adopted:

District review/revision history:

Category: Priority/Required by Law

DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

All funds awarded directly or indirectly through any federal grant or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

The School Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education or other applicable pass-through entity.

This policy establishes the minimum standards regarding internal controls and grants management to be used by the District in the administration of any funds received by the District through federal grants programs as required by applicable New Hampshire and federal laws or regulations including, without limitation, the Uniform Grant Guidance.

The Board directs the Superintendent or designee to develop, monitor and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards.

Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices. The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided training sufficient to carry out their duties in accordance with all applicable requirements for the federal grants or award and this policy.

To the extent not covered by this policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes; and
5. comparison of expenditures against budget.

Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy and the administrative procedures developed to accompany this policy.

DAF-1-R ALLOWABILITY

DAF-2-R CASH MANAGEMENT AND FUND CONTROL

DAF-3-R PROCUREMENT

DAF-4-R PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

DAF-5-R CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

DAF-6-R INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

DAF-7-R TRAVEL REIMBURSEMENT – FEDERAL FUNDS

DAF-8-R ACCOUNTABILITY AND CERTIFICATIONS

DAF-9-R TIME AND EFFORT REPORTING / OVERSIGHT

DAF-10-R FEDERAL GRANT FUND BUDGET RECONCILIATIONS

DAF-11-R SUB-RECIPIENT MONITORING AND MANAGEMENT

Legal References: 2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b) 200 Appendix II 7 CFR Part 210 210.16; 210.19; 210.21; 215.14a; 220.16 Title 2 CFR Part 200

First Read: November 2, 2021

Second Read: November 16, 2021

Adopted:

District review/revision history:

Category: ***Priority/Required by Law***

Related policies: *DI, DID, DJ, DJC, DJE, DJF & DK*

See also: *ADB, EFAA, EHB, JICI & JRA*

EEAEA - MANDATORY DRUG AND ALCOHOL TESTING – SCHOOL BUS DRIVERS AND CONTRACTED CARRIERS

1. Statement of Policy

The School Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the vehicle.

This policy applies to two categories of drivers:

- a. school bus drivers (see RSA 189:13-b; 263:29 & 29-a);
- b. “contracted carriers”: drivers of vehicles designed to transport 16 or more passengers, including the driver, which are a contract carrier of passengers that has been contracted by the school (see RSA 376:2).

Each driver, as well as others who perform safety-sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy related to the fitness for duty of transportation personnel.

The Superintendent/designee shall adopt and enact any procedures necessary or appropriate to assure compliance with applicable state and federal laws and regulations.

2. Medical Examination of School Bus Operators

In accordance with RSA 200:37, before employing any person as a school bus driver, directly or through a vendor, the District shall require that such persons submit a certificate signed by a licensed physician setting forth the physician’s findings as a result of the examination to determine the physical condition of drivers in accordance with the requirements of 49 C.F.R. Part 391.41-391.49. Such certificate shall be submitted to the District prior to the commencement of such employment and the District shall retain a copy of such certification. Every 2 years thereafter, either prior to the commencement of the school year or prior to the reemployment of such persons as a school bus driver, the School District shall require submission of a like certificate, except that school bus operators attaining the age of 70 shall be required to undergo an annual examination and to submit a certificate annually. *This provision does not apply to contracted carriers.*

3. Certification

No person shall be employed as a school bus driver, directly or through a vendor, unless the person has received a School Bus Driver’s Certificate from the NH Department of Motor Vehicles as required by RSA 263:29.

Contracted carriers shall comply with all applicable provisions of RSA 376:2, as well as have a valid commercial driver’s license and operate a vehicle with a valid state inspection sticker.

4. Criminal Background Investigation

Before employing any person as a school bus driver, directly or through a vendor, or as a contracted carrier, the School District shall require a criminal background investigation as set forth in RSA 189:13-a and School District policy GBCD. For a school bus driver employed directly by or who volunteers for the District, then the employee will pay for the investigation. If the District contracts with a vendor to provide transportation services, either the vendor or the driver will pay for the investigation at the discretion of the vendor.

EEAEA - MANDATORY DRUG AND ALCOHOL TESTING – SCHOOL BUS DRIVERS AND CONTRACTED CARRIERS

5. Mandatory Drug and Alcohol Testing

In compliance with the United States Department of Transportation's Title 49 Code of Federal Regulations, Part 391, all commercial driver's license holders and personnel performing safety-sensitive functions related to the transportation of the students of this School District will be required to submit to drug and alcohol testing. Testing procedures and facilities used for the tests shall conform to the requirements of the 49 C.F.R. Part 40. The District and any transportation contractor transporting students on behalf of the District shall utilize the Drug and Alcohol Clearinghouse to comply with all requirements for drug and alcohol testing and reporting, in accordance with 49 C.F.R. Parts 382 and 391.

The term "CDL holder" means someone who is required as part of their job duties to hold a Commercial Driver's License. The term "safety-sensitive function" refers to all tasks associated with the operation and maintenance of commercial vehicles. A "commercial vehicle" is any vehicle capable of carrying 16 or more passengers including the driver.

If the School District employs the transportation personnel directly, the District will be responsible for ensuring compliance with the Mandatory Drug and Alcohol Testing requirements. If the School District contracts with a vendor to provide student transportation services, the vendor shall be the employer and provide assurance to the District on an annual basis that they are in compliance with the Mandatory Drug and Alcohol Testing requirements.

The Drug and Alcohol Testing will include pre-employment, random, reasonable suspicion and post-accident testing as defined by Department of Labor Regulations. The School District supports a zero-tolerance policy related to substance abuse. Therefore, any personnel who have a confirmed positive test for drugs or a confirmed alcohol concentration of 0.02 or greater will be terminated from employment.

Legal References:

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §5331
RSA 200:37, Medical Examination of School Bus Operators
RSA 263:29, School Bus Driver's Certificate
RSA 189:13-a, School Employee & Volunteer Background Investigations
RSA 376:2, VII, Motor Carriage of Passengers
49 C.F.R. § 40.1-40.13 (2001), Transportation Workplace Drug Testing Program
49 C.F.R. Part 382, Controlled Substances and Alcohol Use and Testing
49 C.F.R. Part 391, Qualifications of Drivers

First Read: November 2, 2021

Second Read: November 16, 2021

Adopted:

District review/ revision history:

Category: Priority/Required by Law

Related Administrative Procedure: EEAEA-R

IMC – Controversial Speakers and Programs

A goal of education is to prepare our students to participate constructively in a democratic, pluralistic society in which many different opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem unfamiliar to them. It is also important that students develop judgment and the capacity to discern the difference between fact and opinion. Books, files, and other media are valuable for giving students exposure to many differing ideas; but for effective learning, it is also useful to invite appropriate guest speakers to meet with groups of students as part of the educational process.

The School Board, in an effort to uphold the students' freedom to learn, while also recognizing obligations and responsibilities that the exercise of this freedom entails, establishes the following guidelines:

1. All guest speakers must be invited through the school principal and an attempt shall be made to engage speakers for both sides of the issues and *documented through district procedure*. The teacher/sponsor and any member of administration are expected to exercise judgment and to fully investigate proposed guest speaker.
2. *In accordance with district procedure*, an appropriate record shall be made of each guest speaker and of their presentation.
3. The ideas presented and the guest speaker invited to present them shall have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.
4. Prior to their appearance or participation, the guest speaker shall be given, in writing, and shall agree to abide by the following Board regulations:

A. Profanity, vulgarity, and lewd comments are prohibited.

B. Smoking is not permitted.

C. The teacher/sponsor responsible for inviting the guest speaker, or any member of the school administration, has the right and duty to interrupt or suspend the proceedings if the conduct of the guest speaker is judged to be in poor taste or interfering with the legitimate educational purpose and goals of the school district.

Category: P

District review/revision history:

1st Read: November 5, 2013
2nd Read: December 3, 2013
Adopted: December 3, 2013

First Read: November 16, 2021
Second Read:
Adopted:

Policy JICD - Student Behavior, Conduct, Discipline and Due Process

Introduction

The School District 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 support and disciplinary consequences. Students facing discipline will be afforded all due process rights given by law.

Established Expectations for Student Conduct and Behavior

Students have a responsibility to know and respect the rules and regulations of the school. 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 Support

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 Support

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 support is not considered a disciplinary consequence. Any educator or staff member may refer a student to an administrator for in-school support. The examples listed above are not exclusive, and administrators may implement other supports that they deem appropriate. The decision to provide in-school support is final and not appealable. Except in the case where 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 support.

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.

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

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 support 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 support 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 and student due process rights regarding discipline 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.

Review History:

First Read: July 13, 2021

Second Read: July 20, 2021

Adoption: July 20, 2021

First Read: November 16, 2021

Second Read:

Adoption:

DJE – Bidding Requirements

All contracts for, and purchases of supplies, materials, equipment, and contractual services in the amount of \$15,000 or more, shall be based, when feasible, on at least three competitive bids. All purchases less than \$15,000 in amount may be made in the open market but shall, when possible and reasonable, be based on at least three competitive quotations or prices. All purchases made in the open market shall be completed after careful pricing.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the School Board, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the District. The Board reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The Board also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the District.

Legal References:

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

Category: R

1st Read: September 17, 2013

2nd Read: June 3, 2014

Adopted: June 3, 2014

< DJD -- Local Purchasing

DK - Payment Procedures (<https://schoolboard.convallsd.net/district-policies/dk-payment-procedures/>)

NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1

CONTOOCCOOK VALLEY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road, Peterborough, NH, 03458-1197

Telephone: 603-924-3336

Fax: 603-924-6707

Dr. Kimberly Saunders
Superintendent of Schools
ksaunders@conval.edu

Dr. Ann Forrest
Assistant Superintendent of Schools
aforrest@conval.edu

TO: Contoocook Valley School Board

FROM: Michele Brezovec SMS - Expanding Horizons

DATE: 10/19/21

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The South Meadow School requests authorization to accept from:

Name/Address: Donors Choose 134 West 37th Street,
11th floor, New York, NY 10018

the following gift/donation of: Brick Motion Prime Set x5 valued at * \$ 633

for the purpose of: Using with the 6th grade (whole grade) to
implement an engineering unit.

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


Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received _____

Date Approved by School Board _____

Date Not Approved by School Board/Reason: _____

Date Check Received by SAU: _____

Form Updated: April 2019

NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1

CONTOOCOOK VALLEY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road, Peterborough, NH, 03458-1197

Telephone: 603-924-3336

Fax: 603-924-6707

Dr. Kimberly Saunders
Superintendent of Schools
ksaunders@conval.edu

Dr. Ann Forrest
Assistant Superintendent of Schools
aforrest@conval.edu

TO: Contoocook Valley School Board
FROM: Temple Elementary School - Activities Acct.
DATE: 10/29/21
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Temple Elementary School requests authorization to accept from:
Name/Address: Temple 250th Anniversary Fund

the following gift/donation of: Money valued at * \$ 1500.00
for the purpose of: helping to purchase snowshoes for the
School

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

Fabiola Woods
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received _____

Date Approved by School Board _____

Date Not Approved by School Board/Reason: _____

Date Check Received by SAU: _____

Form Updated: April 2019