

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

Public Hearing(s)
Tuesday, December 7, 2021
7:00 p.m.

To expend funds from trusts as previously posted.

School Board Meeting
Immediately Following Public Hearings

Physical Location: SAU #1 Board Room

Livestream Link: <https://www.youtube.com/watch?v=AwxtMA2Z-k>

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 16, 2021 (pg. 1-5)
 - b. Personnel
 - 1) Co-Curricular Nominations (pg. 6-8)
5. Superintendent's Report and Presentation of Business
 - a. Reopening Update
 - b. Monthly Events Calendar (pg. 9-10)
 - 1) Deliberative Session & Snow Date
 - c. Preschool Presentation
6. Reports
 - a. Teacher Representative – Cheryl Jessie
 - b. Communication Committee – Janine Lesser/Alan Edelkind
 - c. Strategic Plan Committee – Tim Theberge
 - d. Selectmen's Advisory Committee – Stephen Ullman
 - e. Equity Committee – Rich Cahoon
 - f. Policy Committee – Katherine Heck
7. Old Business
 - a. Legislative Update
 - b. School Board Requests
 - c. Revised Budget Discussion
 - d. Policy 2nd Read/Adoption (Board Vote Required)
 - IMC: Controversial Speakers and Programs (pg. 11)
 - JICD: Student Behavior, Conduct, Discipline and Due Process (pg. 12-22)
8. New Business
 - a. Policy 1st Read
 - JRA: Student Records, Privacy, Family, Student Rights (pg. 23-32)
 - GBEF: Acceptable use Policy: Staff (pg. 33-36)
 - b. Town Apportionment
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

**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>

Minutes

BOARD

Rich Cahoon, Tom Burgess,
Keira Christian, Richard Dunning,
Alan Edelkind, Jim Fredrickson,
Greg Kriebel, Janine Lesser,
Liz Swan, Tim Theberge,
Stephen Ullman

Cheryl Jessie, CVEA

ADMINISTRATION

Dr. Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Lori Schmidt, B.A.
Ben Moenter, Special Ed.
Carrie James, H.R.
Tim Grossi, Facilities
Fabi Woods, TES
Larry Pimental, PES
Nicole Pease, DCS/HES
Jen Kiley, ATC

1. Call to Order and Pledge of Allegiance

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

Note: Tim Theberge swore in incoming School Board member Tom Burgess prior to the start of the meeting.

Tim Theberge reminded everyone that Jerry Wilson resigned from the Board. Tom Burgess is taking his place. Tim welcomed Tom to the Board and thanked Jerry for his years of service on the board.

2. Points of Pride

Kimberly Saunders shared various Points of Pride as reported to her by administrators.

3. Public Comment

None.

4. Consent Agenda

a. Acceptance of School Board Meeting Minutes

1) November 2, 2021

b. Personnel

1) Retirement June 2023

a. Jessie Hale – Special Education Teacher

2) Parental Leave of Absence

3) Co-Curricular Notifications

The consent agenda was adopted.

5. Superintendent's Report and Presentation of Business

a. Reopening Update

We received our CLEO waiver which provides the opportunity to do symptomatic and pool testing for our students and staff. A meeting about how that would look like and how to obtain parent permission. The goal is not to keep students out of school for a longer period of time than necessary. Because of the guidelines around COVID

and quarantining due to symptoms this would allow students access to school sooner if possible. This will relieve pressure on local pediatricians who are doing the local testing.
What is the timeline on when this might be in schools? The hope is to be up and running after Thanksgiving recess or soon thereafter.

b. Monthly Events Calendar

1) Public Hearing(s)

Public Hearing for use of trust funds is slated for December 7th with board meeting to immediately follow. School Board meetings will stay at 7:00 start time rather than 6:30 as discussed at a previous meeting.

6. Reports

a. Teacher Representative – Cheryl Jessie

Cheryl Jessie reported a shout out to the Board's negotiation team. Many agreements have been reached. The staff across the district are working hard amidst absences of staff and students. The substitute shortage impacts everyone at every level. In addition, Cheryl recognized the nurses working tirelessly to get healthy students back into school.

b. Budget & Property Committee – Jim Fredrickson

Jim Fredrickson said that discussion of the Solar Project was provided. The concern is that progress has been slow. It is hoped that the weather will hold out.
FY '23 budget was discussed as was the Capital Improvement Plan (CIP). \$492K of CIP is included in the budget. The trust summary was updated and includes recommendations for warrant articles and new targets. A first draft of a CIP Policy was provided by Katherine Heck.
Several items that require public hearings were discussed.

c. Education Committee – Stephen Ullman

Stephen Ullman reported that disaggregated data was examined. Dr. Forrest will examine concerns on several policies.

There is an ongoing concern about math scores. Comparatively speaking, our students do better in reading than math. Measures taken in recent years have not positively impacted scores. On the NHSAS, 47% were above the 50th percentile against the State average of 52%. Significant differences were found in socio-economic groups.

d. Policy Committee – Janine Lesser

Janine Lesser reported that two new policies, JICD and IMC, will come forward for a first read tonight. .
Several come tonight for a second read.
Two new policies will come for a first read JRA and GBEF at the next meeting.

7. Old Business

a. Legislative Update

Tim Theberge reported that LSR language is starting to come out and turn into draft bills. Many will have an impact on education or financially for this district.

b. School Board Requests

Kimberly Saunders checked in on two outstanding requests. If there are others, please let Kimberly know. School Board requests are designed to ask administration for specific information. It should be information that you need. It should not be a single board member directing the work of administration.

c. Budget Discussion

Policy 2nd read was moved ahead of this agenda item.

Janine Lesser moved to enter into Non-Public Session in accordance with RSA 91-A:3,II at 7:26 p.m. for matters of personnel and negotiations. Dick Dunning second. Unanimous on a roll call vote.

Rich Cahoon moved to exit the non-public session at 8:11 p.m. Greg Kriebel second. Unanimous.

Rich Cahoon moved to seal the non-public minutes for personnel for a period of five years. Keira Christian second. Unanimous.

Rich Cahoon moved to seal the minutes of non-public session for matters of student safety for five years. Keira Christian second. Unanimous.

Rich Cahoon moved to authorize the School Board Chairman to sign a MOU with the CVEA.

Janine Lesser second.

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

Rich Cahoon moved to add \$38K for high school language back into the proposed budget. Dick Dunning second. Unanimous.

Jim Fredrickson spoke about money out of budget and into trusts would total \$117,945 and would require a public hearing for equipment.

Jim Fredrickson moved to move three pieces from the budget to the equipment trust in the amount of \$117,945. Greg Kriebel second. Unanimous.

Healthcare GMR was discussed – should it be budgeted in full or part? The recommendation is to take \$145K out of the budget and pay for out of trust funds if needed. What does the \$145K represent in terms of percentage?

What is 9.3% of our healthcare? We have budgeted less overall for health costs because of factors.

Jim Fredrickson moved to move \$145K out of the budget. Rich Cahoon second. Motion carried.

Preschool will defer to December 7. Will the presentation result in a change in the proposal?

Rich Cahoon moved to add \$85K for a high school science teacher. Keira Christian second. Unanimous.

Student Info Systems Personnel – addition of \$80K

Rich said that this needs to be done but expressed concern that this position could be filled for \$80K.

Suggestions? \$100K was suggested.

Rich Cahoon moved to add \$100K for Student Info Systems Personnel. Greg Kriebel second. Tom Burgess abstained. All others in favor. Motion carried.

School Resource Officer – not in budget.

There is not an alternative proposal. Looking at staffing.

Elementary School Integration – Liz Swan asked if this is extremely necessary. How much is this needed at the elementary level?

Not looking to increase the amount of tech students are using. This is a support person to leverage technology for student learning with teaching staff.

Liz said that this money might be better spent on educators in other areas.

Is the expectation for one person to perform these responsibilities? Yes, that would be the model. We currently have six people district-wide to manage this.

Liz said that she strongly supports the use of technology when appropriate in the classroom. It does not seem that this needs to be a person for this purpose when there are online resources. She asked for clarity.

Dr. Ann Forrest said that a main focus is for kids not to simply be consumers, we want them to be creators. Using technology to create.

Dick Dunning said that he values the position for teachers. His concern is how effective it will be. He would be interested in the plan when there are two elementary schools that are larger.

Ann Forrest agreed, teachers do need support using technology well in our classrooms. The impact is not the same as having one dedicated to a school.

Dick Dunning shared his concern with equity in the position and how it would be applied across the district.

Rich Cahoon asked how many elementary teachers we have.

What makes this better than providing professional development to teachers? The on-demand support in the classroom is preferred.

Tom Burgess asked for comparisons. Kimberly said that we lose effectiveness and efficiency when we travel from building to building.

Stephen Ullman suggested taking this amount of money and dividing it among the eight schools for this purpose using people present in buildings already.

Kimberly Saunders said that this is lower on the list for exactly this reason. Having someone in each building with an area of knowledge and to allow this to support teaching is not always possible.

Dick Dunning shared his concern about the potential delivery of information logistically. He supports the idea but has concerns about the delivery.

This is currently not in the budget.

Dick Dunning moved to put the position in as presented in the amount of \$85K with a plan to support it. Alan Edelkind second.

Motion failed.

Preschool transportation – not budgeted. Janine Lesser said that transportation is not part of the plan. The preschool locations are the same.

The question was what is our capacity now and why are we not at capacity. Is it transportation? This is why it is a placeholder.

Rich Cahoon reiterated that he would like to see the options for preschool and an option that expands access. He wants more of a description of what an integrated program does.

Jim Fredrickson said that \$118K is out and \$145K is out and added \$85K for science and \$100K and \$38K puts us at \$750K under the guidance without preschool numbers.

Trust Funds – target balances for the end of the 21-22 school year were shared. Proposals for the 2022-2023 were shared.

Target balances were shared – \$500K for Special Ed, Building Capital Reserve of \$1M, Athletics \$200K, Health Maintenance of \$300K, Equipment of \$150K, Energy Projects \$650K. Adding a new Technology Trust was discussed.

Jim Fredrickson agreed to update the Trust Fund sheet and sort by year.

Rich Cahoon asked what the track overlay cost? Tim Grossi estimated \$27K. Rich Cahoon factored that into anticipated spending. Routine maintenance was avoided many years ago causing the need for a new track. Recoating every five or so years is needed.

Rich Cahoon asked why uniforms would not be in the budget and in a trust. Lori Schmidt said that was excluded from the budget because trust funds were available.

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

- IGE: Parental Objections to Specific Course Material

Janine Lesser moved to adopt this policy as presented. Dick Dunning second. Unanimous.

- DAF: Administration of Federal Grant Funds

Janine Lesser moved to adopt this policy as presented. Dick Dunning second. Unanimous.

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

Janine Lesser moved to adopt this policy as presented. Dick Dunning second. Unanimous.

8. New Business

a. Policy 1st Read

- IMC: Controversial Speakers and Programs

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

Tim Theberge referenced these policies for a first read. Comments should be sent to Katherine Heck and Janine Lesser.

b. Waive Policy – DJE: Bidding Requirements (Board Vote Required)

Tim Theberge said that this policy needs to be waived for a transaction.

Janine Lesser moved to waive policy DJE on bidding requirements for the discussed item. Dick Dunning second. Rich Cahoon opposed. All others in favor. Motion passed.

c. Expenditure and Encumbrance Report – Lori Schmidt

Lori referenced the Expenditure and Encumbrance Report.

Rich Cahoon moved to accept the Expenditure and Encumbrance Report and adopt any encumbrances therein. Janine Lesser second. Tom Burgess abstained. All others in favor. Motion carried.

d. Budget Transfers – Lori Schmidt

Lori Schmidt said that the transfer requests are to shift placeholders to the appropriate account based on actual activity.

Rich Cahoon moved to approve the budget transfers as presented. Tom Burgess second. Tom Burgess abstained. Motion carried.

e. Accept Gift/Donation (Board Vote Required)

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.

Janine Lesser moved to accept the gift as presented in the amount of \$633 with gratitude. Dick Dunning second. Unanimous.

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.

Liz Swan moved to accept the gift as presented in the amount of \$1,500. Dick Dunning second. Unanimous.

f. Atrium Roofs – South Meadow School/Great Brook School

Tim Grossi reported that there are four roofs; 3 at South Meadow School and one at Great Brook School. Four years ago, these were put on the radar for replacement. It is a complete system. The manufacturer was contacted. Over time, the comparative degradation has significantly increased. The components are months out for manufacturing. Contracting for this work needs to take place to get in line for work. \$101,300 for GBS and \$505,400 for SMS is the quote. It would provide translucent panels and provide light. There would be energy savings as well. Regardless, this needs to move forward.

Permission to sign documentation with Cal Wall is asked.

A Public Hearing to spend capital funds from the trust is needed if passed.

Rich Cahoon asked if both middle schools might be renovated in the future. The atrium space might not be the most efficient use of space. If we replace some of the roof, it might cost more this time but cheaper in the long run.

Tim said that the functionality of the roof is in question.

Dick Dunning shared his concern in doing this work if the buildings would be renovated in the coming years. The space does not lend itself well to instructional space. The only choice we have now is to do this work.

Kimberly Saunders shared areas where direction is needed:

Toner shortage – board will be asked to accept board packets in electronic format rather than hard copies.

Snowed slightly today – looking at a snow day or two in the schedule in the future. There is a feeling that students have done remote work. Maybe go for two or three snow days before deciding to go remote to count as a school day. Could be reexamined after the second snow day.

Inclement weather can be a reason to go remote. Rich Cahoon suggested going more than two days before using remote days. Five events might pass before reconsidering. Dick said that he would be more comfortable with two or three.

Three events were the consensus.

9. Public Comment

None.

10. Approval of Manifests (Board Vote Required)

Lori Schmidt certified that manifests totaling \$2,278,488.69 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 read. Jim Fredrickson second. Unanimous.

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

a. Negotiations

b. Legal

c. Personnel

None.

Dick Dunning motioned to adjourn at 9:26 p.m. Greg Kriebel second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

CONTOOCOOK VALLEY SCHOOL DISTRICT

December 7, 2021

Personnel Agenda

Co-Curricular Notifications:

See Attached

Notice of Stipend Positions

First	Last	DAC	Position	Stipend Amt	FTE
ATHLETIC					
Liam	Baldwin	CVHS	Basketball - Boys JV	\$3,557.75	1
Robert	McAllister	CVHS	Hockey Ice - Boys Assistant	\$2,846.20	1
Ken	Niles	CVHS	Skiing - Varsity Nordic	\$2,846.20	1
Emeric	Farr Szep	CVHS	Unified Basketball	\$1,071.61	1
Josh	Phillips	GBS	Baseball	\$2,134.65	1
Josh	Phillips	GBS	Basketball - Boys A	\$2,134.65	1
Josh	Phillips	GBS	Basketball - Boys B	\$2,134.65	1
Scott	Baldwin	GBS	Basketball - Girls	\$2,134.65	1
Cassie	Anderson	GBS	Softball	\$1,067.33	0.5
Riley	Beliveau	GBS	Softball	\$1,067.33	0.5
Phil	Germain	GBS	Wrestling	\$1,778.88	1
Scott	Buffum	SMS	Basketball - Boys A	\$2,134.65	1
Scott	Buffum	SMS	Basketball - Boys B	\$2,134.65	1
Jessica	Kelly	SMS	Basketball - Girls A	\$2,134.65	1
Jen	Greenough	SMS	Special Olympics - Spring	\$1,071.61	1
Jen	Greenough	SMS	Special Olympics - Winter	\$1,071.61	1
NON-ATHLETIC / CLUBS					
Victoria	Burnham	GBS	Art Club	\$800.00	1
Maryanne	Cullinan	GBS	D & D Club	\$1,200.00	1
Katie	Doherty	GBS	Drama	\$600.00	0.5
Maryanne	Cullinan	GBS	Drama	\$600.00	0.5
Alison	Bell	GBS	End of Year Celebration Coordinator	\$150.00	0.25
Katie	Doherty	GBS	End of Year Celebration Coordinator	\$150.00	1
Maryanne	Cullinan	GBS	End of Year Celebration Coordinator	\$150.00	1
Paul	Bolduc	GBS	End of Year Celebration Coordinator	\$150.00	1
Scott	Baldwin	GBS	Flag Football	\$1,025.88	1
Scott	Baldwin	GBS	Floor Hockey	\$800.00	1
Patrick	Cogan	GBS	Music - Select Chorus	\$2,000.00	1
Jen	Fessenden	GBS	New Hampshire Dance Institute	\$800.00	0.5
Trish	Harris	GBS	New Hampshire Dance Institute	\$800.00	0.5
Catrina	Young	GBS	Robotics Club	\$1,600.00	1
Cassie	Anderson	GBS	Student Council	\$573.46	0.33
Jeannette	Regis	GBS	Student Council	\$573.46	0.33
Siobhan	Leclerc	GBS	Student Council	\$573.46	0.33
Katie	Doherty	GBS	Yearbook	\$637.76	0.5
Siobhan	Leclerc	GBS	Yearbook	\$637.76	0.5
Sara	Russell	SMS	Art Club	\$800.00	1
Colleen	Brophy	SMS	Club - Environmental	\$1,257.26	1
Nate	Townsend	SMS	D & D	\$800.00	1
Rebecca	McLean	SMS	D & D 2	\$800.00	1

Notice of Stipend Positions

First	Last	DAC	Position	Stipend Amt	FTE
Nate	Townsend	SMS	Magic Cards	\$800.00	1
Ed	Lowy	SMS	Music - All State Band	\$499.26	1
Elizabeth	Fortin	SMS	Music - All State Chorus	\$499.26	1
Ed	Lowy	SMS	Music - Jazz Band	\$2,000.00	1
Ed	Lowy	SMS	Music - Memorial Day Parade	\$499.26	1
Elizabeth	Fortin	SMS	Music - Select Chorus	\$2,000.00	1
Ed	Lowy	SMS	Music - Veterans Day parade	\$499.26	1
Michelle	Brezovec	SMS	Peer Mediation	\$1,624.31	1
Michelle	Brezovec	SMS	Robotics	\$2,800.00	1
Brendan	Mayo	SMS	Rock Band	\$1,200.00	1
Nate	Townsend	SMS	Running Club	\$1,200.00	1
Dorene	Decibus	SMS	Science Club	\$1,370.98	1
Dorene	Decibus	SMS	Student Council	\$1,720.06	1
Michelle	Brezovec	SMS	Yearbook	\$1,200.00	1

December 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Policy Committee Mtg. @ SAU @ 6:00 pm Public Hearing to Expend Trust Funds @ 7:00 pm School Board Mtg. @ SAU immediately following Board Mtg.	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	

January 2022

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

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: December 7, 2021

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:

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Second Read: July 20, 2021

Adoption: July 20, 2021

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Second Read: December 7, 2021

Adoption:

JRA - Student Records, Privacy, Family and Adult Student Rights

Possible Revisions

- Clarify when student data becomes an educational record? No, this is covered in "Education Record" section.
- Clarify accessing and securing student data being collected and maintained by applications, digital tools, and extensions?
- Based on Dean's presentation on FERPA, should we revise the section on "Maintenance of Student Records" to include a record keeping exception for staff who have an educational interest?

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations as well as all state statutes pertaining to the student records, record confidentiality and access thereto.

B. "Education Record". For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

C. "Directory Information". For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
2. Parents'/guardians' name(s) and address(es);
3. Students grade levels, enrollment status and dates of attendance;
4. Student photographs;
5. Students participation in recognized school activities and sports;

6. Weight and height of members of athletic teams;
7. Post-high school career or educational plans; and
8. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until *September 30th of each school year* to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

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

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

1. The rights of parents or eligible students to inspect and review the student's education records, and the process set forth in this policy JRA whereby a request is made for review and inspection;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student;

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

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

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

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within fourteen (14) days that the request for access is first made.**

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

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

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

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

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

1. Provide the requester a copy of the questioned records at no cost;
2. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
3. Forward the written appeal to the Superintendent; and

4. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.

2. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

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

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

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

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

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

Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

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

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

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

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

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent [consistent with 34 CFR 99.31, including](#) to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* School officials with a legitimate educational interest may access student records. ["School official" includes a person employed by the district/SAU as an administrator, supervisor, instructor, or support staff member \(including health/medical staff\), members of](#)

the school board, volunteers, contractors/consultants who perform an institutional service or function for which the school district could otherwise use its own employees and who is under the direct control of the district with regard to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A school official has a "Legitimate education interest" when the official needs to review an education record to fulfill his/her professional responsibilities and duties; all as more fully specified in Section 99.31 of the FERPA regulations.

2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents be notified of the transfer of records, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. *Officials for federal and state audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid for a student*
5. *Organizations conducting certain studies for, or on behalf of the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. *Accrediting organizations.*
7. *Judicial orders, or lawfully issued subpoenas*, upon condition that parents and the student are notified of all such orders, statutory disclosures or subpoenas in advance of compliance therewith by the District, unless such notification is not required by FERPA, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. *Health and safety emergencies.*
9. *Information designated as directory information*

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

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

All entries into student records, *other than by those individuals having a legitimate educational interest in accessing the records as defined herein*, must be dated and signed by the person accessing such records in a log or other record-keeping process.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law and District policy. *Not all records mentioning a student need be maintained as a student record. A record is considered an education record only if it personally identifies the student and is maintained by the district. Only those documents placed in a student's permanent file are considered to be maintained by the District.*

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

The record includes:

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

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

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

K. Military Recruiters and Institutions of Higher Learning

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

L. Law Enforcement and Reporting Agencies

Consistent with RSA193-D:7, it shall be permissible for any law enforcement officer and any school administrator to exchange information relating only to acts of theft, destruction, or violence in a safe school zone regarding the identity of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.

M. Litigation Hold

In the event an administrator receives a litigation hold letter or notice regarding a student or former student, the administrator receiving the letter shall promptly inform those individuals responsible for record maintenance and retention of their duty to preserve and not delete or destroy records pertaining to the subject matter of the hold until instructed otherwise. If the administrator receiving the hold letter or notice is not

the Superintendent, the Superintendent and the District's Information Technology Officer shall be promptly informed.

Legal References:

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

RSA 189:1-e, Directory Information

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

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

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

Related Policies: EHB & JRC

Category: Recommended

1st Read: August 20, 2019

2nd Read: September 3, 2019

Adopted: September 3, 2019

1st Read: December 7, 2021

2nd Read:

Adopted:

- **Possible Revisions**

- Clarify responsibilities related to collecting, maintaining, and securing student and staff data?
- Clarify responsibility to immediately report if there is reason to believe confidential information has been disclosed to an unauthorized person?
- Clarify responsibilities related to researching and using online services or applications?

GBEF – Acceptable Use Policy: Staff

1. For purposes of this policy, the term “staff” refers to Contoocook Valley School District employees, including administrative staff, teachers, paraprofessionals, maintenance personnel, food services employees, student teachers, methods students, interns, contracted service personnel, and any volunteers working within the school district.
2. It is the responsibility of the individual staff member to familiarize him/herself with and abide by the rules of this Acceptable Use Policy, any applicable Staff Handbook, and all other relevant school policies.

Introduction

1. Pursuant to New Hampshire Revised Statutes Annotated 194:3-d and the guidelines issued by the New Hampshire Department of Education, this Acceptable Use Policy shall serve as a statement on the appropriate use of the technology resources available to all staff of the school district.
2. These technology resources include, but are not limited to, the District network, including cabling, routers, wireless access points, and switches; the District’s electronic e-mail and voice mail systems; computer hardware in the form of desktops, laptops, and other mobile devices, including District owned cellular phones; digital peripheral devices, such as printers, scanners, digital still and digital video cameras; projection devices, such as interactive whiteboards, projectors, televisions/displays; as well as all software applications and web access tools.
3. The primary purposes of these technology resources are:
 - o to support the educational mission of the Contoocook Valley School District;
 - o to provide improved avenues of communication between staff, parents, guardians, and other stakeholders;
 - o to establish a web presence for the Contoocook Valley School District.
4. As such, the technology resources have a designated educational purpose and are not intended for recreational and entertainment use.

Privileges and Responsibilities

1. The use of the technology resources of the Contoocook Valley School District is a revocable privilege and not a right. All use of technology resources must be consistent with the District's contractual obligations, including limitations defined in software and other licensing agreements, including End User License Agreements (EULAs).
2. Every member of the staff is responsible for appropriate and professional behavior when using technology resources, just as they are in the classroom, in offices, or at any District function. Every member of the staff shall be responsible for promptly reporting any known loss of District electronic information or records to the District's Chief Information Security Officer [CISO].
3. Every member of the staff that will have District-owned equipment loaned to them must sign and date an Agreement for Authorized Use of District-Owned Equipment (GBEF-F).

Expectations of Privacy

1. While the school district recognizes the importance of maintaining confidentiality and privacy of student records in accordance with the Family Educational Rights and Privacy Act (FERPA), staff members do not have any expectation of privacy of any information stored or transmitted through district-owned communication systems or other technology resources. Student identifying information should not be included in electronic communications, except as permitted by FERPA.
2. District technology resources owned by the District are intended to be used for educational purposes and District business only. Staff members shall have no expectation of privacy when using the internet or electronic communications. The District reserves the right to monitor, inspect, copy, review, and store (at any time and with and/or without prior notice) all usage of District technology resources, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information generated through district technology resources shall remain the property of the District.
3. Electronic records shall be maintained and secured in accord with the District's Data Privacy and Governance Plan as amended from time-to-time, as well as state and federal law regarding student and personnel records maintenance, privacy and security.
4. Staff are expected to comply with all password protection and two-factor authentication requirements and should not disclose passwords or authentication information to any third party without permission from the District's CISO or his/her designee.

Use of Technology Resources

The Contoocook Valley School District's technology resources are intended for staff to conduct research, gather information, and communicate with others for educational

purposes. The specific uses of these technology resources are broadly categorized as follows:

1. Approved – Approved uses of District technology resources are those uses that are related to a staff member's employment duties or are expressly approved by the Superintendent or designee.
2. Allowed – Allowed uses of District technology resources are those uses that are infrequent and de minimis and which do not interfere with the staff member's job duties and are not otherwise prohibited by this Policy or applicable law.
3. Prohibited – Prohibited uses of District technology resources are those uses that violate this Policy or applicable law, including but not limited to use in connection with employment outside of the District or other business activity, personal use that would exceed that which is reasonably considered de minimis, any use intended to harass, intimidate, or threaten another person, any use that interferes with another employee's ability to perform his/her job or that creates a hostile work environment for another employee, and any use that involves accessing, downloading, storing or sending sexually explicit material or any material or communication that is derogatory or offensive based on an individual's gender, race, religion, national origin, age, or sexual orientation. Use of District technology resources by staff members to communicate with students for any purpose other than legitimate educational purposes is considered a prohibited use.
4. Staff are expected to seek prior approval of new technology, software or web-based resources before utilization of the same.

Disciplinary Action

1. Engaging in prohibited use shall constitute a violation of this Acceptable Use Policy and result in appropriate disciplinary action, up to and including termination.
2. Such discipline will be administered consistent with Board policies and/or all applicable provisions of the Master Agreement/Collective Bargaining Agreement.

Disclaimer

1. The Contoocook Valley School District makes no warranties of any kind, whether expressed or implied, for the technology services it is providing. While the District will make every effort to preserve data, the responsibility for it lies with the staff, except in those cases where web-based services are employed (e.g. EasyIEP, PowerSchool, etc.) and/or data are stored externally.

2. The District will not be held responsible for any damages staff may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions.

3. The District will not be responsible for personal property used to access District computers or networks or for District-provided Internet access.

Legal References:

RSA 194:3-d, School District Computer Networks
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Category: P

1st Read: September 5, 2017

2nd Read: September 19, 2017

Adopted: September 19, 2017

1st Read: December 7, 2021

2nd Read:

Adopted: