

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

**106 Hancock Road**

**Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, June 7, 2022**

**7:00 p.m.**

**Physical Location: SAU #1 Board Room**

**Livestream Link: <https://www.youtube.com/c/ConValEvents>**

**Agenda**

- 1. Call to Order and Pledge of Allegiance**
- 2. Points of Pride**
- 3. Student Representative**
  - a. Student Presentation**
- 4. Public Comment**
- 5. Consent Agenda**
  - a. Acceptance of School Board Meeting Minutes**
    - 1) May 17, 2022 (pg. 1-5)
  - b. Personnel (pg. 6-8)**
    - 1) Resignations – June 2022
    - 2) Nominations - 2022-2023
- 6. Superintendent's Report and Presentation of Business**
  - a. Monthly Events Calendar (pg. 9-10)**
  - b. School Board Requests**
  - c. Student Presentation**
- 7. Reports**
  - a. Teacher Representative – Cheryl Jessie**
  - b. Policy Committee – Crista Salamy**
  - c. Communication Committee – Janine Lesser/Alan Edelkind**
  - d. Strategic Plan Committee – Tim Theberge**
  - e. Equity Committee – Liz Swan**
  - f. Selectmen's Advisory Committee – Tim Theberge**
- 8. Old Business**
  - a. Legislative Update**
  - b. 2<sup>nd</sup> Read/Adoption (Board Vote Required)**
    - JLCJ: Concussions and Head Injuries (pg. 11-14)
- 9. New Business**
  - a. 1<sup>st</sup> Read Policy**
    - BIE: Board Member Indemnification (pg. 15)
    - EHB: Data/Records Retention (pg. 16-18)
    - JLCG: Exclusion of Students Who Present a Hazard (pg. 19)
  - b. Town Payments**
  - c. Possible Coordination with other Districts/Boards on Legislative Activity**
  - d. Therapy Dog (pg. 20-22)**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A: 3, II (If Required)**
  - a. Negotiations**
  - b. Legal**
  - c. Personnel**

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Road  
Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, May 17, 2022  
7:00 p.m.**

**Physical Location: SAU #1 Board Room**

**Livestream Link: <https://www.youtube.com/c/ConValEvents>**

**Minutes**

**BOARD**

Tom Burgess, Keira Christian,  
Richard Dunning, Alan Edelkind,  
Jim Fredrickson, Katherine Heck,  
Greg Kriebel, Janine Lesser,  
Crista Salamy, Liz Swan,  
Tim Theberge, Stephen Ullman

**ADMINISTRATION**

Dr. Kimberly Saunders, Supt.  
Dr. Ann Forrest, Asst. Supt.  
Lori Schmidt, B.A.  
Ben Moenter, Special Ed.  
Carrie James, H.R.  
Heather McKillop, CVHS  
Erik Thibault, CVHS  
Kat Foecking, GBS

**1. Call to Order and Pledge of Allegiance**

Tim Theberge called the meeting to order at 7:07 p.m.

**2. Points of Pride**

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

**3. Student Representative**

None.

**4. Public Comment**

Katherine Heck, Greenfield, spoke on behalf of representing Friends of ConVal Athletics and thanked administration for their support to rally and find volunteers to support athletics through fundraising.

**5. Consent Agenda**

**a. Acceptance of School Board Meeting Minutes**

1) May 3, 2022

**b. Personnel**

1) Resignations – June 2022

2) 2022-2023 Co-Curricular Notifications

An updated personnel listing was shared.

**c. May 1, 2022 Enrollment Update**

The Consent Agenda was accepted.

**6. Superintendent's Report and Presentation of Business**

**a. Monthly Events Calendar**

The meeting schedule for the months of May, June, and July were reviewed.

**b. School Board Requests**

Kimberly Saunders referenced information related to Preschool that was previously requested. Cost information was shared and how it was arrived at was shared as well.

Questions should be directed to Kimberly.

**c. Research Project Notification**

Kimberly Saunders referenced a research project notification that meets policy.

This project involves someone working toward an advanced nursing degree in a school setting. This relates to asthma and climate change in school aged children.

## 7. Reports

### a. Teacher Representative – Cheryl Jessie

None.

### b. Policy Committee – Crista Salamy

Crista Salamy reported three policies to come forward for a first read. Naming of Facilities policy will be discussed at Policy Committee in June. Academic Integrity and Honesty as well as Crowdfunding will be discussed in June. An all-day July Policy Work Session will soon be scheduled.

### c. Food Service Committee – Dick Dunning

Dick Dunning reported that an \$86K loss was budgeted with just over \$18K actual loss this year.

In addition, increasing lunch costs at all levels was discussed.

Dick Dunning proposed at elementary \$2.55, middle school \$3.10, high school \$3.65 and adult meals to \$5.00 for lunch. Breakfast will remain as is current.

The summer lunch program will continue with ESSER funds at PES, AES, and possibly Pierce. Lunches were provided in the past to Dublin Recreation but will continue at a cost to them.

Policy JLC will go to the Policy Committee with no recommended changes. Policy JLCF is under nurse review.

**Tim Theberge read the proposal to increase meals to elementary \$2.55, middle school to \$3.10, high school to \$3.65 and adult meals to \$5.00 for lunch.**

**Dick Dunning moved to increase the meal prices as presented. Liz Swan second. Unanimous.**

### d. Budget & Property Committee – Jim Fredrickson

Jim Fredrickson reported that proposals for conceptual design for the middle schools and high school were discussed. Three submittals have come in and will be reviewed.

### e. Education Committee – Stephen Ullman

Stephen Ullman reported that Amy Janoch presented on the Learning Recovery Program at the high school. Additional students and tutors are needed.

In addition, Terri Drogue, Director of School Counseling, brought a recommendation forward to implement two programs through Perkins Grant and other funding at no additional expense.

There is strong support of the ConVal School District Professional Development Plan as proposed.

**Stephen Ullman moved support for career platform Awato and Xello. Tom Burgess second.**

Greg Kriebel asked if Xello and Awato are comparable to Naviance. The new software programs provide what Naviance does and more.

**Unanimous.**

## 8. Old Business

### a. Legislative Update

Tim Theberge said that the following information is provided to keep the public informed.

Katherine provided information.

**SB 233:** Water bottle filling stations.

**SB 236:** Committee to study and address NH teacher shortages

**SB 238:** MOU between charter schools and public schools for the provision of special education

**SB 350:** DOE to adopt rules for background checks.

**SB 353:** adds Instructional Specialists and others to the professional Standards Board.

**SB 410:** Public comment periods at school board meetings and meetings of the SBOE

**SB 421:** Payments to the Community College System for dual and concurrent enrollment students

**SB 234:** Student identification cards to include the National Suicide Prevention Lifeline

**SB 420-FN-Local:** establishes an extraordinary need grant for schools and additional money for students receiving special education services

**Amendment 1925h:** Expanding the tax credit scholarships eligibility to 500% of the federal poverty level- or @ \$138,000 for a family of four.

**SB 381:** which will establish the office of the Special Education Advocate

**SB 394:** which extends the definition of a child with a disability as eligible to age 22.

**HB 1135:** Financial audit of the DOE and the Education Freedom Account Program.

**HB 1236:** Reestablish the legislative oversight committee for education

**HB 1244:** written consent for medical or dental treatment provided in a school setting.

**HB 1311:** adds prohibitions of persons convicted of first-degree assault, or possession of a controlled drug with the intent to sell, from employment in a public school

**HB 1367:** Civics exam for graduation require a 70% or higher grade of passing naturalization exam - requires a grade of 70% or higher has passed.

**HB 1663:** Simplify homeschooling statutes for parents and notifications to school districts.

**SB 329:** Commission to study barriers to specific housing development in NH - watching because it addresses tax caps for local school districts.

**SB 400:** relative to zoning and planning boards, affordable housing- HB1393 involves school district budget caps.

**HB 1132:** relative to applications for a charter conversion school was on the regular calendar

**HB 1195:** relative to public comment periods at Board meetings, SAU meetings and meetings of the SBOE.

- went to committee of conference; no decision yet.

**HB 1639:** Youth Risk Behavior Survey bill. 14 days' notice prior to administration

**HB 1661:** relative to CTE agreements, schedules, calendars and integrated curriculum - had many bills attached and is in committee of conference.

**HB 1417:** relative to the 7.5% retirement contribution by the state was tabled infused into another bill - passed the house; senate passed and tabled. Going back to committee.

(**HB 1221**) "one time only" amendment

**HB 1431:** Parents Bill of Rights - went to conference and has not been agreed upon.

**b. 2<sup>nd</sup> Read/Adoption (Board Vote Required)**

- DID: Fixed Assets

**Janine Lesser moved to adopt this policy as presented. Stephen Ullman second. Unanimous.**

- FA: Facilities Development Goals/Priority Objective

**Janine Lesser moved to adopt this policy as presented. Stephen Ullman second. Unanimous.**

- FAA: Annual Facility Plan

**Janine Lesser moved to adopt this policy as presented. Stephen Ullman second. Unanimous.**

- FE: Facilities Construction

**Janine Lesser moved to adopt this policy as presented. Stephen Ullman second. Unanimous.**

- JLCJA: Emergency Plan for Sports Related Injuries

**Janine Lesser moved to adopt this policy as presented. Stephen Ullman second. Unanimous.**

**9. New Business**

**a. 1<sup>st</sup> Read Policy**

- DJE: Bidding Requirements

- JLCJ: Concussions and Head Injuries

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

Katherine Heck asked about the increased threshold to \$20,000 in DJE. Crista Salamy reported that this policy was reviewed and amended at a previous Policy Committee meeting.

Katherine Heck referenced other information that requires consideration with this discussion.

**Dick Dunning said that this should go back to Budget & Policy Committee and back to the Board.**

**Katherine Heck second. Unanimous.**

**b. Expenditure and Encumbrance Report**

Lori Schmidt referenced the Expenditure and Encumbrance Report. Budget Transfer requests will be coming forward. Trust reimbursement will also be forthcoming.

**Dick Dunning moved to approve the Expenditure and Encumbrance Report. Katherine Heck second. Unanimous.**

**c. Town Payments**

Lori Schmidt referenced information about apportionment. A schedule of payment was also referenced.

Stephen Ullman said that the payment schedule reflects equal payments from a town throughout the year.

Katherine noted that the schedule will change and likely not be the same. It starts off higher historically and goes down. It is a way for towns to stabilize their tax flow. It is a mandatory payment and not optional. Tim Theberge said that ConVal sets the payment schedule and it could be done other ways e.g. quarterly, semi-annually etc.

Jim Fredrickson said that the next series of budget discussion should begin on this and the story told.

Taxpayers do not pay until December on what was voted in March.

**d. Fund Balance Discussion**

Lori Schmidt said that returning \$250K was discussed and was increased based on projected return. This needs to be discussed again. Should it be left at \$250K or changed based on projected return of fund balance?

Jim Fredrickson asked the projected fund balance. Lori Schmidt said that an estimate would be approximately \$1 million dollars returned.

Katherine Heck shared that a big downward trend on the school side of the tax bill was a result of a large unexpected return of funds to the towns. We will not have the same dollars to give back. Spikes and dips in the budget should be considered.

Dick Dunning shared his concern with the funds that are returned. The parking lot at the high school needs work. Meeting the district needs in terms of safety should be considered.

Kimberly Saunders said that the parking lot was designed and planned to have an additional level of pavement. Problems from an ADA place are concerning. We do have to give back what was estimated to the towns.

**Katherine Heck moved to consider returning \$500K and that we consider a conversation toward the end of June when closer estimates of fund balance will be better known.**

Kimberly Saunders asked for confirmation that the intent is to use \$500K to return to the towns.

Katherine confirmed that was her intention.

**Greg Kriebel second.**

Janine Lesser asked for clarification.

Katherine said that historically you would estimate on the higher side. Making a commitment to the towns to ease is the intent.

Stephen Ullman asked Lori Schmidt how comfortable she was with this proposal but then withdrew his question.

Tim Theberge said that our standing practice is to return a minimum of \$250K and Katherine's proposal it to double that. The motion is to use \$500K to adjust payments between July and December. **Unanimous.**

Tim Theberge said that the board grants the Superintendent the authority to hire without waiting for board approval as the year end approaches.

**Janine Lesser moved to give the Superintendent hiring authority between now and July 31st.**

Dick Dunning shared his concern that the board will still be meeting in June.

Kimberly said that the ramp up in hiring is the reason.

**Katherine Heck second. Unanimous.**

Greg Kriebel said that the middle school dance was scheduled on June 10th which is the same night as graduation. He asked if there was a district calendar and if not, he said that there should be one.

Kimberly Saunders said that we do have a District Calendar. Events were not in place for so long and not checking the master calendar may have been the cause.

## **10. Public Comment**

None.

## **11. Approval of Manifests (Board Vote Required)**

Lori Schmidt certified that manifests totaling \$2,512,775.78 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.**

## **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 for legal, student, and personnel at 8:16 p.m.**

**Liz Swan second. Unanimous on a roll call vote.**

**Dick Dunning motioned to exit Non-Public Session at 9:34 p.m. Janine Lesser second. Unanimous.**

**Stephen Ullman motioned to seal the minutes of Non-Public Session for a period of five years. Dick Dunning second. Unanimous.**

**Stephen Ullman moved to direct administration to set calculator for payouts at 260 days. Dick Dunning second. Unanimous.**

**Greg Kriebel motioned to approve the personnel item discussed in Non-Public Session. Katherine Heck second. Unanimous.**

**Dick Dunning motioned to authorize the Superintendent to adjust raises for administrators. Katherine Heck second. Unanimous.**

**Dick Dunning motioned to adjourn at 9:36 p.m. Stephen Ullman second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

**CONTOOCOOK VALLEY SCHOOL DISTRICT**

**June 7, 2022  
Personnel Agenda**

**Resignations – June 2022:**

**CVHS**

|                  |              |
|------------------|--------------|
| Griffen Fletcher | Math Teacher |
|------------------|--------------|

**GBS**

|               |                 |
|---------------|-----------------|
| Barbara Ellis | Grade 5 Teacher |
|---------------|-----------------|

**SMS**

|               |                                   |
|---------------|-----------------------------------|
| Dallis Austin | Grade 5 Special Education Teacher |
|---------------|-----------------------------------|

**PES**

|              |                 |
|--------------|-----------------|
| Lisa Colburn | Grade 1 Teacher |
|--------------|-----------------|

**FES**

|                 |                 |
|-----------------|-----------------|
| Savannah Robert | Grade 4 Teacher |
|-----------------|-----------------|

**2022-23 Nominations:**

**CVHS**

|                  |                          |          |
|------------------|--------------------------|----------|
| James Mitschmyer | Manufacturing Instructor | \$54,100 |
|------------------|--------------------------|----------|

**SMS**

|              |              |          |
|--------------|--------------|----------|
| Nicole Pease | Grade 6 Math | \$77,907 |
|--------------|--------------|----------|

**GBS**

|              |             |          |
|--------------|-------------|----------|
| Kelley Smith | Grade 5 ELA | \$63,294 |
|--------------|-------------|----------|

|                 |                 |          |
|-----------------|-----------------|----------|
| Karrie Beaulieu | Grade 5 Science | \$44,100 |
|-----------------|-----------------|----------|

**CVES**

|                 |             |          |
|-----------------|-------------|----------|
| Zachary Shapiro | Art Teacher | \$48,100 |
|-----------------|-------------|----------|

**AES**

|                  |                 |          |
|------------------|-----------------|----------|
| Margaret Gilbert | Grade 2 Teacher | \$42,100 |
|------------------|-----------------|----------|

**BES**

|                  |                 |          |
|------------------|-----------------|----------|
| Marianne Pittman | Grade 2 Teacher | \$41,100 |
|------------------|-----------------|----------|

**PES**

|                 |                 |          |
|-----------------|-----------------|----------|
| Courtney Kadlik | Grade 1 Teacher | \$53,100 |
|-----------------|-----------------|----------|

**2022-2023 Co-Curricular Notifications:**

See Attached

## NOTICE OF STIPEND POSITIONS

| First                     | Last       | DAC  | Position                         | Stipend Amt | FTE |
|---------------------------|------------|------|----------------------------------|-------------|-----|
| <b>Athletics</b>          |            |      |                                  |             |     |
| Liam                      | Baldwin    | CVHS | Football - Assistant             | \$2,846.20  | 1   |
| Kevin                     | Carne      | CVHS | Soccer - Girls JV                | \$3,557.75  | 1   |
| Bradly                    | Davis      | CVHS | Football - Assistant             | \$2,846.20  | 1   |
| Leslie                    | Foster     | CVHS | Unified Soccer                   | \$1,071.61  | 1   |
| Kelli                     | Garthe     | CVHS | Spirit Team - Football           | \$1,423.10  | .5  |
| Matt                      | Harris     | CVHS | Football - Varsity               | \$4,376.04  | 1   |
| Shauna                    | Hautanen   | CVHS | Hockey Field - JV                | \$2,846.20  | 1   |
| Amanda                    | Healey     | CVHS | Spirit Team - Football           | \$1,423.10  | .5  |
| Amanda                    | Hinton     | CVHS | Volleyball Varsity               | \$3,557.75  | 1   |
| Kevin                     | Morneault  | CVHS | Soccer - Boys JV                 | \$3,557.75  | 1   |
| John                      | Reitnauer  | CVHS | Football - Assistant             | \$2,846.20  | 1   |
| Kelly                     | Shirk      | CVHS | Hockey Field - Varsity           | \$3,557.75  | 1   |
| Derek                     | Sorbello   | CVHS | Soccer - Girls Assistant         | \$2,846.20  | 1   |
| John                      | Szep       | CVHS | Soccer - Boys Assistant          | \$2,846.20  | 1   |
| Emeric                    | Szep       | CVHS | Unified Soccer                   | \$1,071.61  | 1   |
| Carrie                    | Whittemore | CVHS | Hockey Field - Assistant         | \$2,846.20  | 1   |
| Michael                   | Young      | CVHS | Golf - Varsity                   | \$3,557.75  | 1   |
| <b>Non-Athletic/Clubs</b> |            |      |                                  |             |     |
| Rachel                    | Berten     | CVHS | Anime                            | \$1,200.00  | 1   |
| Eric                      | Bowman     | CVHS | History Club                     | \$812.16    | 0.5 |
| Ben                       | Conant     | CVHS | The Link                         | \$1,496.08  | 0.5 |
| Elizabeth                 | Concannon  | CVHS | Club - German                    | \$600.00    | 0.5 |
| Bethany                   | Cooper     | CVHS | Student Council                  | \$1,200.00  | 0.5 |
| Rebecca                   | Dunn       | CVHS | Class Advisor - Senior           | \$1,325.00  | 0.5 |
| Karen                     | Fabianski  | CVHS | National Technical Honor Society | \$800.00    | 1   |
| Karen                     | Fabinski   | CVHS | Robotics                         | \$1,000.00  | 0.5 |
| Nancy                     | Gagnon     | CVHS | Youth and Government             | \$1,000.00  | 0.5 |
| Kelli                     | Garthe     | CVHS | Class Advisor - Freshman         | \$400.00    | 0.5 |
| Sarah                     | Gilpatrick | CVHS | Class Advisor - Freshman         | \$400.00    | 0.5 |
| Sarah                     | Grossi     | CVHS | Educators Rising                 | \$1,200.00  | 1   |
| Alexis                    | Harris     | CVHS | Student Council                  | \$1,200.00  | 0.5 |
| Chris                     | Heider     | CVHS | History Club                     | \$812.16    | 0.5 |
| Chris                     | Heider     | CVHS | Youth and Government             | \$1,000.00  | 0.5 |
| Amanda                    | Hinton     | CVHS | Graduation Advisor               | \$344.00    | 0.4 |
| Cynthia                   | Hodgdon    | CVHS | Club - German                    | \$600.00    | 0.5 |
| Leslie                    | Holcombe   | CVHS | Drama - Play Tech Director       | \$1,200.00  | 1   |
| Andria                    | Johnson    | CVHS | Envirothon                       | \$2,000.00  | 1   |
| Ashley                    | Jones      | CVHS | Class Advisor - Senior           | \$1,200.00  | 0.5 |
| Jennifer                  | Kiley      | CVHS | Class Advisor - Junior           | \$1,000.00  | 0.5 |
| Jason                     | Lambert    | CVHS | Drama - Festival Director        | \$2,000.00  | 1   |
| Lance                     | Levesque   | CVHS | The Link                         | \$1,496.08  | 0.5 |
| Lance                     | Levesque   | CVHS | Yearbook                         | \$4,359.99  | 1   |



## NOTICE OF STIPEND POSITIONS

|           |            |      |                                   |            |     |
|-----------|------------|------|-----------------------------------|------------|-----|
| Sarah     | Longo      | CVHS | National Honor Society            | \$800.00   | 0.5 |
| Karrie    | Mitschmyer | CVHS | Yearbook Semester 1               | \$2,000.00 | 1   |
| Karrie    | Mitschmyer | CVHS | Yearbook Semester 2               | \$2,000.00 | 1   |
| Elizabeth | Moore      | CVHS | Drama - Musical Director          | \$2,992.15 | 1   |
| Elizabeth | Moore      | CVHS | Drama - Play Director             | \$2,000.00 | 1   |
| Elizabeth | Moore      | CVHS | Drama - Program Producer          | \$1,624.31 | 1   |
| Brian     | Moore      | CVHS | Drama - Musical Music Director    | \$2,400.00 | 1   |
| Brian     | Moore      | CVHS | Music - All State Chorus          | \$800.00   | 1   |
| Brian     | Moore      | CVHS | Music - Monadnock Valley Festival | \$800.00   | 1   |
| Brian     | Moore      | CVHS | Music - NE Festival Chorus        | \$800.00   | 1   |
| Brian     | Moore      | CVHS | Music - Select Chorus             | \$2,000.00 | 1   |
| Valerie   | Moran      | CVHS | Class Advisor - Sophomore         | \$400.00   | 0.5 |
| Gil       | Morris     | CVHS | Class Advisor - Sophomore         | \$400.00   | 0.5 |
| Gil       | Morris     | CVHS | Robotics                          | \$1,000.00 | 0.5 |
| Eve       | Pierce     | CVHS | Drama - Musical Choreographer     | \$1,200.00 | 1   |
| Ben       | Putnam     | CVHS | Club - Art                        | \$800.00   | 1   |
| Amy       | Rushford   | CVHS | National Honor Society            | \$812.15   | 0.5 |
| Lisa      | Serard     | CVHS | Graduation Advisor                | \$112.00   | 0.1 |
| Jim       | Wickham    | CVHS | Class Advisor - Junior            | \$1,000.00 | 0.5 |
| Jim       | Wickman    | CVHS | Graduation Advisor                | \$344.00   | 0.4 |
| Jim       | Wickman    | CVHS | Music - All State Band            | \$800.00   | 1   |
| Jim       | Wickman    | CVHS | Music - All State Strings         | \$800.00   | 1   |
| Jim       | Wickman    | CVHS | Music - Jazz Band                 | \$2,000.00 | 1   |
| Jim       | Wickman    | CVHS | Music - Memorial Day Parade       | \$499.26   | 1   |
| Jim       | Wickman    | CVHS | Music - Monadnock Valley Festival | \$800.00   | 1   |
| Jim       | Wickman    | CVHS | Music - NE Festival Strings       | \$800.00   | 1   |
| Jim       | Wickman    | CVHS | Music - NE Festival Band          | \$800.00   | 1   |
| Jim       | Wickman    | CVHS | Music - Pep Band                  | \$800.00   | 1   |
| Carol     | Young      | CVHS | Ocean Bowl                        | \$1,000.00 | 0.5 |

# June 2022

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

# July 2022

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

# JLCJ – Concussions And Head Injuries- CV Revised Version

The Contoocook Valley School District is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Board is aware that head injuries, including concussions, can happen to any student, not just an athlete, and that the risk of catastrophic injuries or death is significant when a concussion or other head injury is not properly evaluated and managed.

1. Definitions: For purposes of this policy, the terms below will have the ascribed meanings.

- "Head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.
- "Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment (physician, advanced registered nurse practitioner, **licensed athletic trainer**, licensed physician's assistant, or dentist).
- School property: all real property, physical plant, and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- "Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 through 12.
- "Sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including, without limitation, all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

2. Duty to Report. All District employees shall report any accident or incident which involves a student head injury. The report should be filed in the same manner provided under Board policy [EBBB](#) as for that of any accident requiring first aid. Additionally, Teachers should report to the school nurse (or administrator in charge if the nurse is unavailable) if the student appears to have any difficulty with academic tasks that the teacher believes may be related to concussion. The school nurse will notify the student's parents or guardians and treating health care providers.

3. Return to Learning Protocols. After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or their designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning reentry plan. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:

- Step-by-step instructions and details for students, parents/guardians and school personnel;

- Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;
- Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;
- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
- Any provisions relative to "return-to-play" for student-athletes;
- A plan for communication and coordination among school personnel and with the parents/caregivers and the student's medical provider.
- Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

4. Concussion Awareness and Education. To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

Updating:

Each spring, the athletic director or other designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA or the District's on-call physician, if applicable. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Parent Information Sheet:

A concussion and head injury information sheet shall be distributed on an annual basis to the student athlete and the athlete's parent or guardian prior to the student athlete's initial practice or competition.

Administrator Responsibilities:

The Superintendent or their designee will keep abreast of both changes in standards regarding concussion management and head injuries, as well as professional development programs relative to concussions and head injuries.

Removal from Play:

A coach, school official, licensed athletic trainer, or health care provider who suspects that a student athlete has sustained a concussion or head injury in a practice or game shall remove the student athlete from play immediately. The coach, school official, licensed athletic trainer, or health care provider who removed the student from play shall notify the student's parent or guardian, as well as the school principal of the removal and the reason for the removal.

Protocol for Return to Play:

Return to Learning Protocols. After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or their designee will work with the school nurse, a student's parent/guardian, medical provider, teacher(s) and other appropriate district staff, to establish a graduated learning reentry plan consistent with

paragraph .3 of this policy,. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:

- Step-by-step instructions and details for students, parents/guardians and school personnel;
- Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;
- Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;
- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
- Any provisions relative to "return-to-play" for student-athletes;
- A plan for communication and coordination among school personnel and with the parents/caregivers and the student's medical provider.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

#### Concussion Awareness and Education:

To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision shall take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.

Consistent with the recommendations from the National Federation of State High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student athletes in student sports prior to the student-athlete's initial practice or competition.

All coaches, including volunteers, will complete training on head injury and concussion management, as recommended and/or provided by the NFHS, NHIAA, New Hampshire Department of Education, and/or other pertinent organizations. Such training shall occur at least once every two years, through the viewing of the NHIAA's (or similar sanctioning body) concussion clinic. Additionally, all coaches of student sports will comply with NHIAA recommended procedures for the management of head injuries and concussions.

#### Academic Issues in Concussed Students:

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the

concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified.

Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents. Administrators and district staff shall work to establish a protocol and course of action to ensure the student is able to maintain their academic responsibilities while recovering from the concussion.

Student accommodations may be developed in accordance with applicable law and Board policies.

**Legal Reference:**

*RSA 200:49-200:52, Head Injury Policies and Student Sports*

Category: P

1st Read:

2nd Read:

Adopted:

# BIE – Board Member Indemnification

The members of the School Board and its employees and agents act as agents of the District. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the District and the state and federal governments.

In order to protect the individual members of the Board, its employees and other agents, and the educational interest of the community, the Board will purchase, from public school funds, in the absence of governmental immunity or in coordination with governmental immunity, adequate insurance to indemnify Board members and agents of the District for their official actions in the service of the School District.

Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who violates the oath of office, or otherwise engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

## *Legal References:*

*RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives*

*RSA 31:105, Powers and Duties of Towns: Indemnification for Damages*

*RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act*

*RSA 31:107, Powers and Duties of Towns: Purchase of Insurance*

*1st Read:*

*2nd Read:*

*Adopted:*



## **EHB – Data/Records Retention**

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a, 186-C:10-a, and the New Hampshire Department of Education regulations, as well as all other pertinent state and federal law. These procedures should also address retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information consistent with the Family Educational Rights and Privacy Act (FERPA).

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, or other media.

Although not exhaustive, the retention of specific records and under specific circumstances are addressed below. However, a review of the procedures referenced above should always occur prior to the destruction of any records.

### **A. Records Pertaining to Students' Attendance and Scholarship**

In accordance with Ed 306.04(h), the District shall maintain complete and accurate records of students' attendance and scholarship permanently safely stored in a fire-resistant file, vault, or safe.

### **B. Special Education Records**

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s), or adult student who has graduated or is over the age of 21, may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents or adult student who has graduated or is over the age of 21, to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level

completed, and year completed may be maintained without time limitation. 34 CFR 300.624.

5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of parental rights to the adult student, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually. The method of destruction for digital, electronic, and cloud-based records shall be thorough enough to ensure that they are deleted and no longer accessible.

### **C. Litigation Hold**

On receipt of notice from legal counsel representing the District that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. All third-party letters and notices requesting a litigation hold shall promptly be forwarded to legal counsel for the District, and routine destruction of potentially relevant records shall be suspended pending advice of counsel.

The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

### **D. Right-to-Know Request Hold**

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

### **Legal References:**

- *RSA 91-A, Right to Know Law*
- *RSA 186-C:10-a Retention of Individualized Education Programs*
- *RSA 189:29-a, Records Retention and Disposition*
- *NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*
- *NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*
- *NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*

- 20 U.S.C. 1232g, *Family Educational Rights and Privacy Act (FERPA)*

***Category: Priority – Required by Law***

***Related Policies: EH, EHAB, JRA***

***See also: EHB-R (Records Retention Schedule)***

**1<sup>st</sup> Reading:**

**2<sup>nd</sup> Reading:**

**Adoption:**

## EXCLUSION OF STUDENTS WHO PRESENT A HAZARD

*Category: Recommended*

*Related Policy: EBCG*

A student may be excluded from school when they exhibit symptoms of a contagious or communicable illness, or is otherwise a hazard to themselves or others. Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made by the Principal on the advice and recommendation of the School Nurse with due consideration of the medical opinions of any medical providers evaluating or treating the child.

The school principal may recommend exclusion based upon hazards other than contagious or communicable disease, but such an exclusion may only occur with the approval of the Superintendent or her/his designee

Parents will be notified if their child is excluded from school and provided with criteria for readmission.

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 a child with a qualifying disability this policy shall be applied in a manner consistent with the disability protections and rights afforded to the student by the law.

**Legal and Other References:**

*RSA 186-C, Special Education*

*RSA 193:38, Discrimination in Public Schools*

*RSA 200:32, Physical Examination of Students*

*RSA 200:39, Exclusion from School*

*The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794*

*Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.*

*NH Dept of Ed. Rules 1102.01(t) and 1124.01*



CONVAL School District  
Justification for Therapy Dog Support at PES

**Present State:** Currently PES has approximately 275 students in grades Pre-K through 4, with students residing primarily in Peterborough/Sharon, however, some students are bused in from other towns within the district because it was determined that PES is the best fit based on the specific needs of the student, and services PES provides. Approximately one-third of PES students are eligible for free or reduced lunch. This percentage is among the highest of the District's. This is significant, especially considering assessment data gathered at the national, state, and local level reveal significant differences between the performance of students from low-income households and the performance of students from middle- to high-income households. Like all schools, the needs of PES students vary greatly, including social and emotional needs. Schools everywhere are using a variety of tools to help meet students' needs in order to provide a safe, inclusive, and positive learning environment. Currently in our district, we have employed a variety of strategies and curricula to provide social and emotional support including Responsive Classroom and the Zones of Regulation, as well as offering training in CPI, LSCI, and ongoing work with Eric Mann of Southeastern Regional Education Service Center, Inc. Still, despite on-going training, the use of researched based SEL curricula, and dedicated teachers and staff, PES has students who need more. National discourse and data, along with conversations with current staff and families, confirm that more and more students are affected by trauma, ACEs (Adverse Childhood Experiences), and other stressors that are affecting their education (and the education of others).

**Recommended Addition/Change:** Peterborough Elementary School would like to employ the use of a therapy dog as part of our school's academic and social emotional learning environment.

**How does this request meet the needs and priorities of the District?** The district has dedicated time and resources in creating supportive and caring school environments because it understands that if students do not have the capacity to deal with stress, learning will not fully occur. Students need to be ready to learn, in order to learn. This recommendation supports that belief, and our research shows that employing a therapy dog is an effective method.

**How does this forward the Vision, our goal of One Vision, One Direction, and align to the Strategic Plan?**

- **2.1.2 The School District will train staff to provide interventions that address behavior concerns;**
- **2.1.3 The School District will implement the use of instructional strategies that positively impact all learners;**
- **4.8. The School District will provide support for physical, social, and academic needs of students, staff, and community.**

Implementing the use of a therapy dog has shown to have a positive impact on a school culture and environment, and has helped reduce behavioral issues in schools. In conversations with nearly a dozen school personnel (principals, teachers, school counselors), from within the state of New Hampshire and beyond, all have stated an improved school culture, and improvement in behavioral issues. In fact, not a single school has reported a negative incident or experience.

In a survey provided to PES staff, when asked what their initial reaction to having a certified therapy dog visit the school, of those who responded (39 staff members), 100% responded that it was *exciting* or *positive*. Nearly 95% of respondents could envision a time when the dog could be helpful to *them*, and 100% could think of a time when it would be helpful to students. When asked if they would welcome a therapy dog in school, 100% said yes (84.6% said everyday, 15.4% occasionally).

The use of therapy dogs in a school setting can contribute to improvement in academic and social-emotional goals. For instance:

- Dogs can contribute to the improvement of reading and comprehension skills of students having difficulties.
- Dogs can assist with students who have anger management issues, bullying behavior and other anti-social conduct.
- Dogs can assist with students who are victims of bullying and related behaviors.
- Dogs can assist students who are socially disconnected from the mainstream student body.
- Dogs can help in the reduction of stress and anxiety among children in social settings.
- Integrating therapy dogs into the emergency preparedness and response plans of a school.

**How does this request promote greater equity and a more inclusive learning environment for all students?** All students will have access to the therapy dog.

**How do school data, district data, research, and appropriate state and national guidelines support this request?** “Research has demonstrated therapy dogs can make a measurable difference in terms of gaining various skills. These skills can include academic enhancements to emotional and relational development. Students can benefit cognitively as a relationship with a therapy dog can enhance memory, problem solving, and play skills. Schools are finding that the presence of a therapy dog can decrease anxiety and enable students to work through issues such as anger management and other psycho/social problems. The introduction of a non-threatening therapy dog can serve as a catalytic vehicle for forming adaptive and satisfactory social interactions. Guided activities and group discussions help teach students how

to handle interpersonal conflicts and develop constructive responses". (<https://counselor1stop.org/wiki/therapy-dogs/>)

"Among the well-documented effects of human-animal interaction in humans of different ages, with and without special medical, or mental health conditions are benefits for: social attention, social behavior, interpersonal interactions, and mood; stress-related parameters such as cortisol, heart rate, and blood pressure; self-reported fear and anxiety; and mental and physical health, especially cardiovascular diseases" (Beetz, Uvnäs-Moberg, Julius, and Kotrscha, 2012)

**Estimated Financial Impact:** Zero

### **References:**

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