

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

CONTOOCCOOK VALLEY SCHOOL BOARD

POLICY COMMITTEE MEETING

Tuesday, July 19, 2022

6:00 PM

Location: SAU Finch Conference Room

Agenda

Committee Members: Crista Salamy (Chair), Tom Burgess, Katherine Heck, Janine Lesser, Kevin Pobst, Stephen Ullman

- 1. Call to order**
- 2. Approval of the June 7, 2022 Minutes**
- 3. Policy Review**
 - IKL: Academic Integrity and Honesty
 - JBAB: Transgender Students
 - GBCD Background Investigations
 - JICD Student Conduct
 - FF: Naming of District Buildings and Facilities and Dedication of Areas
- 7. 2nd Read-7/19/2022 School Board Agenda**
 - EBCF: Epidemic/Pandemic
- 8. Non-Public Session RSA 91-A:3 II (If Required)**
- 9. Policy Status Update:**

Under review/revision by Administration:

- EHAC: Electronic & Digital Records

Under review by Legal:

- EBB: Safe Schools
- JCA: Change of Class of School Assignment Best Interests and Manifest Hardship
- JLCE: Wellness
- JLCE: Emergency Care and First Aid
- DFGA: Crowdfunding

Under review by Education Committee:

- LCC: Dual Enrollment
 - Under review by district personnel, the Equity Committee will review.
- LC: Relations with Education Research Agencies

- Under review by administration

Under review by Budget and Property:

- Capital Plan Policy
- DJE Bidding Requirements

Under review with Nurses:

- JLC: Student Health Services
- JLCA: Physical Examination of Students
- EBCG: Communicable Diseases

Future Agenda Items:

- Spring Update Items
- IJOC: Volunteers
- IHBB: Programs for Gifted and Talented Students

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Minutes

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Present: Crista Salamy, Tom Burgess, Katherine Heck (6:25), Janine Lesser, Kevin Pobst, Stephen Ullman, Dr. Kimberly Saunders, Kat Foecking

1. Call to order

Crista Salamy called the meeting to order at 6:02 p.m.

2. Approval of the May 17, 2022 Minutes

Janine Lesser moved to approve the minutes of May 17, 2022. Tom Burgess seconded. Kevin Pobst abstained. Motion carried.

3. Policy Review

- EBCF: Pandemic/Epidemic Emergencies

Stephen Ullman noted the strike outs that reflected the removal of the State of NH Influenza Pandemic Public Health Preparedness & Response Plan and also the development of a curriculum component to health classes designed to teach students about preventing or limiting the spread of communicable diseases.

This policy will move forward for a first read on June 21st.

4. Policy Review (Spring Update) not ConVal Policy

- IKL: Academic Integrity and Honesty

ConVal does not currently have this policy in place.

Policy JICD's list of options needs to be cleaned up to reflect options and not all inclusive.

Consequences were discussed. According to this policy, the minimum consequence is a grade of zero.

What does "For high school students, violations of academic integrity and honesty are cumulative during the student's high school years" mean?

If the student continues the behavior, it rolls forward or escalates.

Policy JICD might be referenced for the consequence.

Kimberly Saunders will make updates and bring them back to the Policy Committee for further review in July.

The Policy Committee agreed to finalize the language in policy JICD relative to the support available to students. It is supposed to reflect a graduated list of supports.

5. Policy Review (Spring Update) (Policies ConVal presently has)

- GBCD: Background Investigation and Criminal History Records Check

Most recently, changes around contracted employees were impacted. Violation RSA's were added as well. Flexibility was seen as favorable.

This policy will move to legal for review.

6. 1st Read- 6/7/22 School Board Agenda

- EHB: Data/Records Retention

- BIE: Board Member Indemnification

- JLCG: Exclusion of Students Who Present A Hazard

The above three policies go for a first read at tonight's Board meeting.

7. 2nd Read-5/17/22 School Board Agenda

- JLCJ: Concussions and Head Injuries

This policy goes before the Board for a second read tonight.

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

None.

9. Policy Status Update:

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- LC: Relations with Education Research Agencies
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- IHBB: Programs for Gifted and Talented Students

Stephen Ullman motioned to adjourn at 6:41 p.m. Kevin Pobst seconded the motion. Unanimous.

Respectfully submitted,

Brenda Marschok

ACADEMIC INTEGRITY AND HONESTY

Category: Optional

Related Policies: EGAD, JICD & JICL

STATEMENT OF POLICY. All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

A. PROHIBITED BEHAVIOR. In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:

- 1. Cheating.** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
- 2. Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.
- 3. Academic Misrepresentation.** Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.
- 4. Academic Collusion.** Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
- 5. Dishonesty in Papers.** Dishonesty in papers entails using a writing service or having someone else write a paper for the student. All work submitted for a course must be the student's own original work unless the sources are cited.
- 6. Self-Plagiarism (Work Done for One Course and Submitted in Another).** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.

ACADEMIC INTEGRITY AND HONESTY

7. **Unfair academic advantage.** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
8. **Facilitating academic dishonesty.** Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
9. **Other Academic Dishonesty.** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

B. CONSEQUENCES.

The disciplinary consequences for violations of this policy shall be consistent with Board policy and the Student Code of Conduct. Board Policy JICD lists the specific range of additional consequences that may be imposed on a student for violations of this policy. For high school student, violations of academic integrity and honesty are cumulative during the student's high school years.

Transgender and Gender Non-Conforming Procedure

I. Introduction

The Contoocook Valley School District is committed to providing a safe and supportive learning environment for all students that is free from discrimination, harassment, bullying and intimidation, as well as to assist in the educational and social integration of transgender and gender nonconforming students in our schools. These procedures are designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. District policy requires that all schools and all personnel promote acceptance and respect among students and staff. Additionally, federal and state law, as well as District policy, requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. These procedures are intended to be interpreted in light of applicable federal and state laws and regulations, as well as Board policies, procedures and school rules.

These procedures set out guidelines for schools and District staff to address the needs of transgender and gender nonconforming students and clarifies how state and federal law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. These procedures do not anticipate every situation that might occur with respect to transgender or gender nonconforming students, and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to facilitate the safety, privacy, and healthy development of the transgender or gender nonconforming student while maximizing the student's access to education and social integration and minimizing the stigmatization of the student.

Parental knowledge, support and participation in this process is imperative., Unless the District has knowledge that disclosure to parents presents a tangible risk of physical or psychological harm to students, the District should involve parents and support students in making disclosure of their gender identity or expression to their parents/guardians.

II. Definitions

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. The terminology in this area is constantly evolving, and preference for particular terminology varies widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which particular transgender or gender nonconforming students may wish to be identified.

Gender identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than that traditionally associated with their assigned sex at birth.

Gender expression: The multiple ways in which a person represents or expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms. Gender expression could be referred to as masculine, feminine, gender nonconforming, etc.

Cisgender: Describes a person whose gender identity and expression are aligned with those traditionally associated with their assigned sex at birth.

Transgender: Describes a person whose gender identity and/or expression is not aligned with that traditionally associated with their assigned sex at birth. A student will be considered transgender if, at school, they consistently assert a gender identity or expression different from that traditionally associated with their assigned sex at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis. “Transgender” is often used as an umbrella term to refer to students who identify as transgender, who are gender nonconforming or gender non-binary, gender variant, genderfluid, genderqueer, agender, non-labeling, in the process of questioning their gender, etc.

Gender non-conforming: Describes a person whose gender expression, differs from societal and stereotypical gender expectations traditionally associated with their assigned sex at birth.

Gender non-binary: Describes a person whose gender identity and/or expression does not align with the gender binary of male or female. A gender non-binary person may describe their gender identity and/or expression as androgynous, genderfluid, genderqueer, agender, non-labeling, etc.

Genderfluid: Describes a person whose gender identity and/or expression may be gender nonconforming or non-binary, who has a wider and more flexible range of gender expression that may even change from day to day. While the gender expression of a student who is genderfluid is flexible or may appear to change with some frequency, their gender fluid identity can be recognized as the “gender which the student consistently asserts at school” in regard to this procedure.

Gender Transition: The process by which a person goes from living and identifying as one gender to living and identifying as another gender. Gender transition is typically prompted by the feeling that an individual’s gender identity does not match the one typically associated with their assigned sex at birth. Examples include: Transitioning from a boy to a girl, a girl to a boy, a girl to gender non-binary, or a boy to gender non-binary. For elementary and secondary students, this involves minimal or no medical interventions. In most cases, transgender students under the age of 18 are in a process of “social transition” from one gender to another.

Sexual Orientation: Describes a person’s romantic and/or sexual attraction. Sexual orientation is different and not the same as gender identity or gender expression. In this procedure, sexual orientation refers to an individual’s “actual or perceived” sexual orientation.

This procedure will be used to address needs raised by transgender or gender nonconforming students and/or their parent(s)/guardian(s). All students and their families should be aware of all students' rights and policies and the District's commitment to create supportive learning communities for all students, including transgender and nonconforming students.

III. Gender Support Plan

While a student's need to transition at school can come to the school's attention in a number of ways, the school's procedures for developing and implementing a plan of support is activated only when the school is notified by either the parent/guardian or the student, and they request that the school assist in the development of how the transition will be communicated to the school community.

1. A parent or guardian may approach a school or District administrator about their child's transition. In such a case, the administrator should meet with the parents and student to discuss the school's role in supporting the student's transition, and if appropriate and requested by the parent/student, develop a Gender Support Plan. The meeting may include such additional school personnel as are necessary to support the student provided the family or student specifically requests or consents to their presence. The meeting should include a discussion as to the appropriate school personnel to whom the Plan should be distributed, as well as documentation of the parent and/or the adult student's consent to the Plan. The Gender Support Plan would include the timing of the transition, planning responses to questions from school staff and students, and updating the student's information in the school records, among other questions that may arise. **If the parties can not reach an agreement about the elements to be included in the plan, the Superintendent or designee shall be consulted.**

A transgender or gender nonconforming student and/or their parent(s)/guardian(s) can contact the student's counselor or building administrator to discuss ways that we can support a student. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.

2. A student may approach a staff member about their transition. While not the only way, the most frequent way this happens is students approaching staff members requesting a name change. . The staff member response should be:

- a. Thank the student for their disclosure.
- b. Let the student know that we have a process in place to support them and their family.
- c. Affirm that we want them to feel safe in school and that we respect them and their gender identity and expression.
- d. Let them know that we will support them in their transition and that we are committed to ensuring that they have equal access to the school and its programs.
- e. That if they have not yet disclosed their gender identity to their parents, we are able to support them in doing such; if the student indicates that their parents are aware, or if the student indicates that they would like support in disclosing to their parents the staff member should reach out to the building administrator, if the student is not ready to

disclose to their parents, staff need to indicate staff will call them by their preferred name once there is parental permission.

The staff member should then share the information with the building administrator, who will coordinate next steps, which will involve working with the student and their parents/guardian.

If a student, who is a minor (which includes those who have not graduated high school and is still attending school), asks District staff and/or administrators to keep information related to their transgender or gender nonconforming status from their parent(s)/guardian(s) the District staff/administrator should not make any promises concerning confidentiality to the minor student. While the District recognizes that it is important to speak with the student prior to involving parents, guardians, or other family members to determine whether doing so would be safe and support the student's health and well-being, these determinations related to disclosure should be made on a case-by-case basis in conjunction with the Director of Student Services. Individual considerations will need to be made based on the age of the student and any other mitigating circumstances, including the safety and wellbeing of the student. In these cases, schools should develop a plan for information sharing which supports the student, while balancing the parents right to information under FERPA.

The District notes that studies show, in most cases, parental involvement is beneficial to children who are in transition. Therefore, wherever possible, provided no concerns for the student's safety or wellbeing would arise from the disclosure, the administrator should, with the student's consent, arrange a meeting with the family to discuss the student's transition. The planning for this meeting should involve the student to determine what role, if any, the student would like to play during the meeting. For example, in some instances a student may want to disclose their transgender status themselves, while in others the student may not want to be at the meeting at all. In either scenario, the administrator should be prepared to discuss how this issue is affecting the student in school and the importance of family acceptance to a student's short- and long-term well-being. Additionally, where appropriate, the school counselor may participate in this meeting with the student's consent.

Guidance on Specific Issues:

- 1.) Privacy: The student's Gender Support Plan should address how to deal with disclosures that the student is transgender or gender nonconforming. In some cases, a student may want school staff and students to know, and in other cases the student may not want this information to be widely known. School staff should take care to follow the student's Gender Support Plan and not to inadvertently disclose information that is intended to be kept private or that is protected from disclosure. The breadth of disclosure of the Gender Support Plan should be consistent with the student privacy concerns. Suggestion that a process be indicated

School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the

Administration and/or parents/guardians.

- 2.) Official Records: Schools are required to maintain a permanent record for each student which includes legal name and gender. This information is also required for standardized tests and official school unit reports. Powerschool, student information system? This official information will only be changed upon receipt of documentation that a student's name or gender has been changed in accordance with any applicable laws. Any requests to change a student's legal name (not to include adoption) or gender in official records should be referred to the Superintendent

To the extent that the school is not required to use a student's legal name or gender on school records or other documents, the school should use the name and gender identified in the student's Gender Support Plan.

- 3.) Names/Pronouns: A student who has been identified as transgender or gender nonconforming under this procedure should be addressed by school staff and other students by the name and pronouns corresponding to their gender identity that is consistently asserted in school.
- 4.) Restrooms: A student who has been identified as transgender or gender nonconforming under this procedure should be permitted to use the restrooms assigned to the gender which the student consistently asserts at school. A student who expresses a need for additional privacy will be provided with reasonable alternative facilities or accommodations such as using a separate single-occupancy or a staff facility. However, a student shall not be required to use a separate single-occupancy facility.
- 5.) Locker Rooms: As a general rule, all students, transgender or gender nonconforming students will be permitted to use the locker room assigned to the gender which the student consistently asserts at school. No student will be required to use the locker room that conflicts with the gender identity consistently asserted in school. Any student who expresses a need for privacy will be provided with reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility or separate schedule.
- 6.) Other Gender-Segregated Facilities or Activities: As a general rule, in any other facilities or activities when students may be separated by gender, all students including transgender, and gender nonconforming students may participate in accordance with the gender identity consistently asserted in school. Any unique considerations that need to be expanded regarding overnight field trips should be brought to the attention of the administration. Interscholastic athletic activities should be addressed through the NHIAA participation policy, Article II, Section 21.
- 7.) If there are no facilities (restrooms, locker rooms, or other gender-segregated facilities) that align with the gender which the student consistently asserts at school (ie. in the case of a student who is gender non-binary), recommendations of the student,

parent(s)/guardian(s) and medical or mental health professionals should be obtained by the school and considered into the Plan developed for the student.

- 8.) All students, including transgender and gender nonconforming students, may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.
- 9.) Safety and Support for Transgender, Gender Nonconforming Students and Transitioning Students: School staff are expected to comply with any plan developed for a transgender, gender nonconforming, and/or transitioning student and to notify the building administrator or other designated support person for the student if there are concerns about the Plan, or about the student's safety or welfare.

School staff should be sensitive to the fact that transgender, gender nonconforming and transitioning students may be at a higher risk for being bullied or harassed or self harm to include suicidality , and should immediately notify the appropriate administrator upon becoming aware of any related concerns.

Staff Training and Informational Materials This area will be expanded as we implement this guidance and evaluate what more is needed.

- 1.) The Superintendent or designee (such as building principal) may institute in-service training and/or distribute educational materials about transgender and/or gender nonconforming matters to school staff as deemed appropriate.
- 2.) Teachers and other staff who have responsibilities for a transgender and/or gender nonconforming student with a Gender Support Plan will receive support in implementing the Plan
- 3.) Training will include awareness of gender stereotyping as well as the sharing of resources.
- 4.) A template of the Gender Support Plan will be provided as the process is rolled out.
- 5.) Gender Support Plan if developed should be filed in the student cumulative file, at the prospective school.

GBCD – Background Investigation and Criminal Records Check

To help assure the safety of District students, it is the policy of the Contoocook Valley School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conduct proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

A. Definitions. As used in this policy:

1. **"Applicant"** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term "Covered Person" as defined below, who is selected by the District for further consideration for such position.
2. **"Background investigation"** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
 - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
 - b. The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the district.
3. **"Conditional offer of employment"** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **"Contractor"** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
 - a. cafeteria workers,
 - b. school bus drivers,
 - c. custodial personnel,
 - d. any other direct service or services to students of the district or charter school.
5. **"Covered Person"** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District,[[1] delete fn.] or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of "Designated Volunteer" below are considered "Covered Employees". See Board policy {**}IJOE for additional provisions relating to all volunteers. All Covered Persons are required to undergo training as provided in Board policy {**}GBCE.
6. **"Criminal History Records Check" or "CHRC"** means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.
7. **"Designated Volunteer"**[[2] delete fn.] is any volunteer who:
 - a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, [overnight] field trip chaperone;

b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);

c. Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member]; OR

d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a "Designated Volunteer", subject to any additional rules or procedures established by the Superintendent.

8. "Educator Candidate" means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program. (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).

9. "Section V Offense(s)" are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

"Non-Section V Offenses" are all other crimes offenses, whether felonies or misdemeanors.

10. "Designee" shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

B. Background Investigation

The Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the District. The Superintendent or her/his designee shall maintain the confidentiality of all criminal history records information received by the District.

The requirement for a background check, including a criminal history records check shall include all potential employees, including substitute teachers, student teachers, selected applicants for employment, designated volunteers, volunteer organizations, or individual or entity which contracts with the District, For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy including but not limited to cafeteria workers, school bus drivers, custodial personnel, or any other service where the contractor or employees of the contractor provide services directly to students of the district.

The Superintendent or her designee shall be responsible for completing the criminal history records check on the people identified in the paragraph above, except for school bus drivers and transportation monitors, as provided in RSA 189:13-b. The cost for criminal history records checks for employees or selected applicants of entities that contract with the District shall be borne by the contractor.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done. However, the Superintendent shall destroy any criminal history record information within 60 days of receipt. The superintendent of the school administrative unit or chief executive officer of the chartered public school or public academy shall destroy any criminal history record information that indicates a criminal record within 60 days of receiving said information.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime which has not been annulled, and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Except as otherwise set forth herein, the District shall either pay the costs associated with the criminal history records check or shall reimburse the individual for the costs associated with the same,

C. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

D. Criminal History Records Check

1. General. As part of the District's Background Investigation, each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the District, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

2. Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors .

a. Educator Candidate. Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.

b. Bus Drivers and Bus Monitors. Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

3. Results of Criminal History Records Check. The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.

4. Pending Charges or Convictions for Section V Offenses. If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

5. Non-Section V Offenses and/or Past Charges of Section V Offenses. If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought),

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.

6. Fees for Criminal History Records Check. Any applicant for whom the Board requires a CHRC check, or, in the instance of third party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.

E. Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State, FBI Criminal Records Check, and any other records checks as deemed necessary by the Superintendent.

No selected applicant for employment shall start work until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely conditioned upon the completion of a Criminal Records Check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is compliant with the law and satisfactory to the Superintendent and Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has been charged pending disposition for or convicted of any violation or attempted violation of RSA 630:1; 630:1-a; 630:1-b; 630:2; 632-A:2; 632-A:3; 632-A:4; 633:1; 633:7, 639:2; 639:3; 645:1, II or III; 645:2; 649-A:3; 649-A:3-a; 649-A:3-b; 649-B:3; or 649-B:4; or any violation or any attempted violation of RSA 650:2 where the act involves a child in material deemed obscene; in this state, or under any statute prohibiting the same conduct in another state, territory, or possession of the United States, or any felony offense, referenced in RSA 189:13-a, V, as amended from time-to-time. In addition to the felonies enumerated in RSA 189:13-a, a person may be denied a final offer of employment if he/she has been convicted of ANY felony. Such determination will be made by the Superintendent or a designee, on a case by case basis.

Any person who has been convicted of any misdemeanor may, at the discretion of the Superintendent or her/his designee, not be hired.

The Superintendent, or designee, will transmit the required, completed forms to the State Police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.

When the District receives a notification of a felony conviction from the State Police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person within twenty-four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person

unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

Additional Criminal Records Checks

The District may require a Criminal Records Check of any employee or designated volunteer at any time.

Notice to the New Hampshire Department of Education

If an applicant's criminal history records information indicates that the applicant has been charged pending disposition for or has been convicted of a crime listed in paragraph V of RSA 189:13-a, the Superintendent shall notify the department of education.

Training

Upon the Department of Education offering such, the Superintendent or her designee shall attend training concerning the reading and interpretation of criminal history records.

The District shall provide every school employee whose position requires a criminal background check under this section with informational materials, training, or other education, either online or in person, concerning child sexual abuse prevention, sexual assault and harassment policy training, warning signs of child abuse, and reporting mandates. For the purposes of this paragraph, school employees include coaches and any other individual subject to a background check. Such training shall be completed within 30 days of employment and renewed every 2 years for all employees.

Legal Reference:

RSA 189:13-a, School Employee and Volunteer Background Investigations

Appendix GBCD-R: Sample Background Check, Criminal History Records Check Protocol

Category: *P*

See also: *See IJOC*

First Read: May 3, 2022

Second Read:

Adopted:

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.

Established Expectations for Student Conduct and Behavior

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

In-School 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~~ **options for support that may be** to students at the elementary schools **may** 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 options for support that may be offered to students at the middle and high school may 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 may 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

- Knowingly making false statements or knowingly submitting false information during an investigation or grievance process or to cause an investigation or grievance process

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 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.

NAMING OF DISTRICT BUILDINGS AND FACILITIES AND DEDICATION OF AREAS

Category: Optional

ADOPTION/REVISION NOTES –

Text between the highlighted lines “~ ~ ~ ~”, and highlights in this sample should be removed prior to adoption.

- (a) **USER SUGGESTION** – *Because of ADA compliance requirements, and other technological restrictions, some intended formatting does not appear on sample policies available through the NHSBA main policy database page. For MS Word versions of the samples (after 2008), we recommend accessing samples through the “Previous Policy Updates” link on the bottom of the NHSBA policy homepage. The password is the same as for the main policy database page.*
- (b) *General – As with all sample policies/procedures, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures.*
- (c) **Highlighted language** or blank, underscored spaces indicate specific areas which Boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- (d) **{**}** indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (e) *Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

A. PURPOSE AND GENERAL POLICY

The purpose of this policy is to establish a process and guidelines for the naming of School District school buildings or facilities, and dedication of areas of buildings or facilities.

The naming of a building or facility, or the designation of an area of a building or facility, is an extraordinary and rare event falling within the authority of the School Board as the District’s governing body. The Board should not consider such actions lightly nor base them on recent notable events.

For purposes of this policy, “buildings and(or) facilities” shall mean and include every school, school district building, [stadium], athletic field, playground, or other real estate owned or leased by the District, or otherwise under the jurisdiction of the School Board.

“Area of buildings or facilities” refers to identifiable spaces/core areas within a building or facility, including but not limited to such spaces as media centers, gymnasiums, auditoriums, hallways, wings, etc.

The Board retains the authority in its sole discretion to name, rename or change, in whole or in part, the name of any building or facility, or the designated name of any area of a building or facility. Such naming, renaming, or changing may be considered at any time the Board so chooses, including, without limitation, naming proposals recommended prior to construction,

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when construction is in progress, or after being acquired, by the district.

B. GENERAL GUIDELINES FOR NAMING OF BUILDINGS OR FACILITIES OR FOR DEDICATION OF SPACES.

1. The naming of school buildings or facilities or dedication of building/facility spaces is the ultimate responsibility of the School Board. Individuals or groups may submit a written naming or dedication proposal to the Superintendent. Naming or dedication proposals should include any information relating to the guidelines below, along with any other information the person/group making the proposal deems appropriate to enable the Board to make an informed decision.
2. The Superintendent will place the proposal on a Board^[1 delete fn.] meeting agenda, with his/her ^[the committee's] recommendation as to how to proceed.
3. If the Board determines that further study is required, or if the naming/dedication is at the Board's own initiative, the Board may establish a committee or may delegate to the Superintendent the responsibility of evaluating the proposal, or for determining a process for naming a specific building or facility, or dedicating an area of a building or facility.
4. Whether included in an original proposal or not, the Board will consider required fiscal or personnel resources that might be associated with the naming/renaming or dedication.
5. Before making any final decision regarding naming/renaming or dedication, the Board shall solicit input from the students and staff of the particular building or facility as well as from the public at large.
6. The final decision to name/rename a building or facility, or to dedicate/re-dedicate any building or facility area shall be made by the Board by way of formal resolution, which may simply be an approval of a written proposal or recommendation.

C. GUIDELINES FOR NAMING OF BUILDINGS AND FACILITIES

The School Board recognizes that the official names of district buildings and facilities are vital to the district's public image and must stand the test of time. Accordingly, when selecting names for facilities, the Board will emphasize effective public communication and the honor and integrity that the name will reflect upon the building or facility.

A name for building or facility shall be that of:^[2 delete fn.]

¹ ^[Delete fn.] If a District has a "facilities" or some such committee, the policy could assign the review/recommendation step to that committee.

² ^[Delete fn.] Boards considering using for profit companies for sponsorship or naming rights should consult with private counsel, especially when the facilities to be named were/are constructed or improved with proceeds of tax-exempt bonds or a tax-exempt lease/purchase. Similarly, naming of a building or facility "in consideration" for a financial contribution should be reviewed by counsel to determine and establish a formal understanding/agreement of the extent of the naming rights (e.g., term of years, upkeep, etc.).

NAMING OF DISTRICT BUILDINGS AND FACILITIES AND DEDICATION OF AREAS

1. The community, location, road or street where the public school building is located;
2. A significant and distinguishable landmark or geographical feature which will identify the school's location;
3. An educational practice, concept or aspiration;
4. A deceased person ³[delete fn.] who made significant contributions to the nation, the State of New Hampshire, the [Town of ____ {OR if a coop} the ____ District or the town in which the school building/facility is located] taking into account the following criteria:
 - a) Outstanding and exceptional support of and service to or on behalf of public school students or schools;
 - b) Outstanding citizenship and character;
 - c) General service to the community;
 - d) Superior ethical standards; and/or
 - e) Philanthropic or financial contributions made by the person to the school district.

The person shall have been deceased a minimum of ____ years.

5. The mascot of a District school.

D. GUIDELINES FOR DEDICATION OF A BUILDING OR FACILITY AREA

Dedication of spaces or areas in a building or facility may be made using the same criteria for naming of buildings or facilities but may also recognize the outstanding service of a living school district employee, school district official, volunteer or community leader provided a minimum of ____ years has elapsed from the date of completion of service of the person to be honored.

District Policy History:

First reading: _____ Last revised: _____
 Second reading/adopted: _____ Reviewed/reaffirmed: _____
 Other district policy history: _____

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

³ [Delete fn.] As with the balance of this policy, the “deceased” requirement is optional. Some districts merely have an “X numbers of years since retirement” option as well.

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NHSBA history: New policy – May 2022.

NHSBA revision notes, May 2022, NHSBA created policy FF in response to multiple requests from member school districts.

w/p-update/2022-U1 Spring/FF Naming of District Buildings and Facilities 2022-U1 (f)

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SOUHEGAN Policy

FF- DEDICATION AND NAMING OF FACILITIES

I. PHILOSOPHY

The Board recognizes that the official name selected for a school facility is a vital factor in promoting a positive public image for the school district. The Board is responsible for the naming and renaming of facilities and portions of facilities, including buildings, grounds, stadiums, athletic fields, annexes, media centers, rooms, etc.

The Board shall make the final decision for the naming of all facilities and retains the right to the decision at any time.

II. PROCEDURE

- A. The school board shall appoint a committee of citizens and district representatives to determine the names of any new facilities. The Board shall deliver to the committee a written charge that details the criteria for the naming process. The committee shall make recommendations for the naming or renaming a portion of the facility (including buildings, grounds, stadiums, athletic fields, etc.) whenever it is deemed desirable.
- B. The superintendent or designee shall serve as the non-voting chairperson of the committee.
- C. For a request to be forwarded to the school board, a majority of committee must vote for approval.
- D. The committee shall render its decision to the school board within 60 days of receiving the request. The committee shall develop a brief explanation of the origin of the proposed name. The explanation shall be incorporated into a history of the district.
- E. A name should be recommended at least three months prior to completion of construction.
- F. After receiving the recommendation, the school board shall consider the proposal within the next two regularly scheduled school board meeting.

III. GUIDELINES

In naming school buildings or other facilities in the district, the committee shall use the following guidelines:

- 1. School facilities may be named after persons who have served the district or community or persons who have provided long-term extraordinary service to the

district or community. This honor shall be bestowed no sooner than 3 years after an individual's retirement or death.

2. School facilities may be named after any local, state, or national figure.
3. School facilities may be named after any local, state, or national geographic area.
4. Facilities may be named for significant district property donors.

IV. FACILITIES DEDICATION PLAQUES

Each new building shall display a dedication plaque which recognizes those board members and superintendents, along with the primary architect and the primary contractor, involved in the planning, construction, and authorization of district facilities.

The dedication plaque shall list the current superintendent and all board members serving at the time the school is officially completed. In addition, all former board members and superintendents involved in the development of the facility shall be listed on the plaque under a special heading; "School Officials Who Served during Planning and Construction." Individual names shall be accompanied with the highest office achieved during completion of the facility.

V. MEMORIALS

Schools may create an area where student/staff memorials may be placed.

ADOPTED: April 7, 2011