

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

**106 Hancock Road**

**Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, August 16, 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. Public Comment**
- 4. Consent Agenda**
  - a. Acceptance of School Board Meeting Minutes**
    - 1) August 2, 2022
  - b. Personnel**
    - 1) Resignations
    - 2) Nominations
- 5. Superintendent's Report and Presentation of Business**
  - a. School Board Requests**
  - b. Monthly Events Calendar**
- 6. Reports**
  - a. Teacher Representative**
  - b. Budget & Property Committee** – Jim Fredrickson
  - c. Education Committee** – Stephen Ullman
  - d. Policy Committee** – Crista Salamy
- 7. Old Business**
  - a. School Board Evaluation/Discussion**
  - b. School Board Goals**
  - c. 2<sup>nd</sup> Read/Adoption Policies**
    - GBCD: Background Investigations
    - JICD: Student Conduct
  - d. Renovation/Architect**
- 8. New Business**
  - a. School Handbooks**
  - b. First Weeks of School**
  - c. Policies 1<sup>st</sup> Read**
    - IHBB
    - IHBAF
  - d. Expense and Encumbrances (Board Vote Required)**
  - e. Accept Gift/Donation (Board Vote Required)**
    - 1) Peterborough Elementary School requests authorization to accept an Outdoor Shade System valued at approximately \$18,340.00 for the purpose of creating an outdoor learning space from the PES PTO.
- 9. Public Comment**
- 10. Approval of Manifests (Board Vote Required)**
- 11. Non-Public Session: RSA 91-A: 3, II (If Required)**
  - a. Negotiations**
  - b. Legal**
  - c. Personnel**

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**School Board Meeting**

**Tuesday, August 2, 2022  
7:00 p.m.**

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

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

**Minutes**

**BOARD**

Tom Burgess, Richard Dunning,  
Alan Edelkind, Katherine Heck,  
Greg Kriebel, Janine Lesser,  
Kevin Pobst, Crista Salamy,  
Doug Sutherland, Liz Swan,  
Stephen Ullman

**ADMINISTRATION**

Dr. Kimberly Saunders, Supt.  
Dr. Ann Forrest, Asst. Supt.  
Carrie James, H.R.  
Tim Conway, SMS

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

**Janine Lesser called the meeting to order at 7:01 p.m. The Pledge of Allegiance was recited.**

Janine Lesser swore in newly appointed School Board Member, Doug Sutherland, Hancock prior to the start of the meeting. Mr. Sutherland will replace outgoing member, Tim Theberge.

**2. Points of Pride**

Doug Sutherland was welcomed as the new School Board member representing Hancock. School Board members and administrators present introduced themselves.

**3. Public Comment**

A moment of silence was recognized in memory of Lexy Heatley who recently passed. Lexy was a ConVal Administrator at Great Brook School. Kimberly Saunders said that she will be sorely missed. Hours for services were shared.

Agenda item 7b. School Resource Officer was moved up on the agenda to this point. (see 7b. for minutes)  
There was no public comment.

**4. Consent Agenda**

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

1) July 19, 2022

**b. Personnel**

1) Resignations

2) Nominations

The Consent Agenda was accepted with one amendment to the minutes that reflected Greg Kriebel suggesting Tuesday School Board meetings and not Thursday meetings as noted.

**5. Reports**

**a. Policy Committee – Crista Salamy**

Crista Salamy reported policies coming forward for both first and second reads moving forward. A Policy Roundup Meeting will be scheduled as an all-day event to work on policy.

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

**a. Monthly Events Calendar**

The monthly events calendars were reviewed.

**b. School Board Requests**

Kimberly Saunders reported one school board request has come in related to preschool enrollment.

**c. Enrollment**

Kimberly Saunders referenced student enrollment information at this point in time.

**7. Old Business**

**a. Legislative Update**

No Legislative update.

Katherine Heck noted SB410 effective date is September 6<sup>th</sup> related to Public Comment 30-minute requirement at each end of the meeting.

Kimberly Saunders said that the board needs to be prepared to hold the comment period but if no one is present we do not need to simply sit for this period.

Katherine Heck said that associations are working feverishly to make sure everyone is compliant. She said that it is important to read the summary on legislation that is sent out.

Kimberly said that this board has always had public comment periods built into the agendas. Some boards do not. At least 30 minutes must be available for public comment. This board has always welcomed public comment periods. Janine Lesser said that she believed a three-minute minimum per speaker with a 30-minute potential.

Katherine Heck shared additional information. She suggested 7:00 to 7:30 for public comment.

Kimberly noted that this requirement only applies to school boards and no other municipalities.

**b. School Resource Officer – Finalize MOU**

Kimberly Saunders reported that Peterborough Police and Selectboard voted on the Memorandum of Understanding (MOU) as negotiated and financial outline as discussed.

**Katherine Heck moved to accept the MOU as proposed and have the Superintendent sign it.**

**Liz Swan seconded.**

Greg Kriebel noted that the draft dollar figure is blank. The figure \$73,650.00 for the school district with the balance of \$23,683.00 by the Town of Peterborough.

Katherine Heck reported having attended tonight's meeting in Peterborough as a positive one.

Alan Edelkind said that this is wonderful that this will be in place. When does the SRO become active? It will be in place for the start of school.

Alan shared confusion about the role of an SRO. Schools implement the position differently. Is there a plan to put out a communication about what ConVal's implementation will look like? Kimberly Saunders confirmed it is already underway.

**In favor: Alan Edelkind, Liz Swan, Stephen Ullman, Tom Burgess, Crista Salamy, Katherine Heck, Dick Dunning, Greg Kriebel**

**Opposed: Kevin Pobst**

**Abstained: Doug Sutherland**

**Motion carried.**

**8. New Business**

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

- GBGD: Background Investigations
- JICD: Student Conduct

Questions or concerns should be shared with Crista Salamy.

**b. School Board Goals Discussion**

Janine Lesser asked if we are prepared to discuss our goals. Administration and Superintendent goals were adopted. This can come forward again in two weeks. Preference of the board?

**Dick Dunning moved to table this until the next board meeting. Crista Salamy seconded.**

Kevin Pobst suggested a plan for the next meeting. An ad hoc group should look at administrative goals and boil out two or three goals for discussion.

Liz Swan suggested a shared Google Doc as a starting point.

Katherine Heck suggested using the Board evaluation tool to self-evaluate privately and this may drive conversation for future goals.

Katherine Heck will send the evaluation tool plus the 21-22 goals to the full board.

Stephen Ullman asked how different the board goals should be from the ambitious goals of administration.

Kimberly Saunders offered to assist in this area by discussing the evaluation and looking at administration's goals.

**c. School Board Evaluation/Discussion**

Moved to next School Board meeting.

**d. Board and Committee Meetings**

Janine Lesser reported that two board members suggested to change the meeting schedule of the board.

The suggestion was to meet weekly on Tuesdays with no subcommittee meetings.

Katherine Heck said that Greg Kriebel suggested originally. She referenced the work of the board through the work of the subcommittees e.g. Education, Policy, Budget & Property Committee. A shared commitment to these three areas would be important.

Greg Kriebel said that it would increase involvement by the entire board. We are relying on a small group to make larger decisions. This would allow more work at the board level and allow more input.

Janine Lesser asked when the board would meet and which committees would fold in.

Greg Kriebel said that a meeting each week is proposed every Tuesday. Eliminate other meetings during the week. Every committee would not be part of every board meeting.

Janine Lesser said that a clear picture is needed to make a motion and have a discussion. She asked if it would make sense to ask Greg and Katherine to come back with a more explicit proposal?

Liz Swan asked for a discussion on this. She wants to know more about the logistics and time meetings would take. Board members have special skills used on committees in different ways. A big conversation with thirteen individuals on the topic of communication is more difficult than that of a smaller group. Things are brought back to the full board for decision making. She asked about time management at weekly meetings.

Greg Kriebel said that he is happy to come up with a plan but asked for a sense of the board.

Stephen Ullman said he is a trustee at a meeting outside of ConVal that takes place on a Tuesday. The current structure allows intense focused discussion among fewer board members. When you get beyond five people, the task becomes more complicated.

Alan Edelkind said that within the committee structure there are a lot of ideas brought up and discarded with the consensus brought to the full board.

Kevin Pobst clarified that there would be no other committee meetings with four School Board meetings each month. He asked if the totality of hours would be less than what currently exists. He said that this would change the work that the board does e.g. the Communication Committee creates product. The Budget Committee creates product as well. It is hard for him to imagine that this would take place with a group of thirteen.

Liz Swan added that the discussions that happen outside of those meetings, in general, might be problematic with a full board.

Doug Sutherland asked if this would change the current structure of the meeting in terms of the agenda.

Greg Kriebel said that it could but it doesn't have to.

Kevin Pobst followed up that maybe the board should not produce product but rather review product. Other possibilities were shared. It would change what is done.

Dick Dunning said that a thumbs up or down was asked before Greg began work. He said that he is unsure of the practicality of this. Unsure more would be gained and more time might be needed. If there was a model that could be brought to us without much added work, he was open. Dick said that what currently is in place works.

Kevin Pobst said that a thirteen-member board is peculiar. Most have approximately five.

Stephen Ullman said that he now understands most of what takes place at Policy Committee meetings. He would be less informed otherwise. There is an advantage to the current system to acquire specialized knowledge. He preferred the current structure.

**Doug Sutherland moved that the board look at a plan to incorporate committee meetings into board meetings. Stephen Ullman seconded.**

Kimberly Saunders referenced two policies included in tonight's packet. Policy can also be waived. The Reorganization meeting in March was cited in one. Administration would need to know as soon as possible should this change be adopted. Kimberly suggested that this be a goal of the board.

**Kevin Pobst moved to table the motion. The intent was to discuss this when discussing goals.**

**Dick Dunning seconded the motion.**

Discussion about tabling the motion? None.

**In favor: Unanimous**

Kevin said that the committee structure in place has created sub chairs of the school board. Building it into goals make sense if that is the direction.

This will be part of goals discussion at the next meeting.

#### **e. Policy BDB: Board Officers**

This policy clarifies what happens in the event of a resignation of the School Board Chairperson.

Dick Dunning said that an interim Vice-Chair should be in place.

**Dick Dunning moved to nominate Alan Edelkind as interim Vice-Chair until March 2023.**

**Kevin Pobst seconded the motion.**

**Any other nominations? None.**

**In favor: Alan Edelkind, Liz Swan, Stephen Ullman, Tom Burgess, Katherine Heck, Dick Dunning, Greg Kriebel, Doug Sutherland, Kevin Pobst**

**Opposed: Crista Salamy**

**Motion carried.**

**9. Public Comment**

None.

**10. Approval of Manifests (Board Vote Required)**

Kimberly Saunders read that Lori Schmidt has certified manifests totaling \$324,603.72 and that Lori reviewed and found them to be proper charges against the Contoocook Valley School District for goods and/or services received and they have been properly processed prior to their submittal to the School Board.

**Dick Dunning moved to accept the Manifest as read. Stephen Ullman seconded.**

**Opposed: None**

**Abstentions: Doug Sutherland.**

An explanation of the manifest, review and vote was shared.

**Motion carried.**

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

**a. Negotiations**

**b. Legal**

**c. Personnel**

**d. Student**

**Greg Kriebel moved to enter into Non-Public Session in accordance with RSA 91-A:3, II at 8:01 p.m. for student matters, negotiations, and personnel.**

**Stephen Ullman seconded the motion.**

**Unanimous on a roll call vote.**

**Stephen Ullman moved to exit Non-Public Session at 8:25 p.m. Kevin Pobst seconded. Unanimous.**

**Stephen Ullman moved to seal the minutes of Non-Public Session for five years. Seconded. Unanimous.**

**Stephen Ullman moved to authorize the Superintendent to make proper adjustments in the school assignments for students as discussed.**

**Alan Edelkind seconded. Unanimous.**

**Stephen Ullman motioned to adjourn at 8:27 p.m. Dick Dunning seconded. Unanimous.**

Respectfully submitted,

Brenda Marschok

OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCCOOK VALLEY SCHOOL DISTRICT

August 16, 2022  
Personnel Agenda

**Resignations August 2022:**

**CVES**

Erin Mack	Library Media Specialist
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**2022-23 Nominations:**

**CVHS**

Mark Scaramellino	Manufacturing Instructor	\$61,600
Rachel Leonard	Special Education Teacher	\$56,100

**GBS**

Katie Hiers	Student Support Counselor	\$52,000
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# August 2022

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

# September 2022

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



## 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 {\*\*}IJO 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").~~[[2]delete fn]~~ 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:* August 2, 2022

*Second Read:* August 16, 2022

*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:

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- *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

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- 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

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The Superintendent or their designee is authorized to extend a suspension for a period from an eleventh (11<sup>th</sup>) 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



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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.

First Read: August 2, 2022

Second Read: August 16, 2022

Adopted:

## ~~IGBB~~ IHBB – Programs For Gifted Students

The Contoocook Valley School Board, realizing the need for programs dealing with the gifted and talented shall endeavor to provide the level of monetary support it deems proper to enhance programs for the gifted and talented.

Category: 0

1st Read:

2nd Read/Adopted :

## ~~IHBB~~ IHBAF – Child Find

The Contoocook Valley School District ensures that all children with disabilities who are two and-a-half (2.5) years of age or older but less than twenty-one (21) years of age, within its geographic boundaries, including children with disabilities who are homeless, wards of the State, or attending private schools, regardless of the severity of their disability, and who are or may be in need of special education and related services, are identified, located and evaluated.

### **Legal References:**

*NH Code of Administrative Rules, Section Ed 1105, Child Find*

1st Reading:

2nd Reading:

Adopted:

NEW HAMPSHIRE PUBLIC SCHOOLS  
SCHOOL ADMINISTRATIVE UNIT #1

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

Telephone: 603-924-3336

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Dr. Kimberly Saunders  
Superintendent of Schools  
[ksaunders@conval.edu](mailto:ksaunders@conval.edu)

Dr. Ann Forrest  
Assistant Superintendent of Schools  
[aforrest@conval.edu](mailto:aforrest@conval.edu)

TO: Contoocook Valley School Board

FROM: Larry Pimetal, Principal, PES

DATE: August 8, 2022

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Peterborough Elementary School requests authorization to accept from:

**Name/Address:** The PES-PTO

the following gift/donation of: Outdoor Shade System valued at approximately \$18,340 (includes cost of installation).

for the purpose of: the creation of an outdoor learning space.

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

  
Teaching/Supervising Principal's Signature

.....  
SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_

\_\_\_\_\_  
Date Check Received by SAU: \_\_\_\_\_

Form Updated: April 2019