

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>

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) July 19, 2022 (pg. 1-5)
 - b. Personnel (pg. 6)**
 - 1) Resignations
 - 2) Nominations
- 5. Reports**
 - a. Policy Committee – Crista Salamy**
- 6. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 7-8)**
 - b. School Board Requests**
 - c. Enrollment**
- 7. Old Business**
 - a. Legislative Update**
 - b. School Resource Officer – Finalize MOU**
- 8. New Business**
 - a. 1st Read Policy**
 - GBCE: Background Investigations (pg. 9-14)
 - JICD: Student Conduct (pg. 15-25)
 - b. School Board Goals Discussion**
 - c. School Board Evaluation/Discussion**
 - d. Board and Committee Meetings**
 - e. Policy BDB: Board Officers (pg. 26-31)**
- 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**
 - d. Student**

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

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, July 19, 2022
7:00 p.m.

Physical Location: SAU #1 Board Room

Minutes

BOARD

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

ADMINISTRATION

Dr. Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Lori Schmidt, B.A.
Carrie James, H.R.
Terri Drogue, CVHS Counseling
Kat Foecking, GBS
Beth Gibney, Pierce/FES
Amy Janoch, Learning Recovery
Ben Moenter, Spec. Ed.
Larry Pimental, PES
Deb Riley, CVHS Spec. Ed.
Colleen Roy, GES
Stephanie Syre-Hager, AES
Erik Thibault, CVHS

1. Call to Order and Pledge of Allegiance

Tom Theberge called the meeting to order at 7:03 p.m. The Pledge of Allegiance was recited.

2. Non-Public Session: RSA 91-A:3,II

Dick Dunning moved to enter into Non-Public Session in accordance with RSA 91-A:3,II for student matters at 7:04 p.m. Katherine Heck seconded. Unanimous on a roll call vote.

Greg Kriebel moved to exit Non-Public Session at 7:46 p.m. Dick Dunning seconded. Unanimous.

Dick Dunning moved to seal the minutes of Non-Public Session for a period of five years. Greg Kriebel seconded. Unanimous.

3. Points of Pride

Kimberly Saunders said that tonight is an opportunity to receive feedback on administrative goals from the Board.

Stephen Ullman referenced an article in the Monadnock Ledger Transcript about two recent graduates, Zachary Kriebel is on the President's List of distinguished students at Roanoke College. Benjamin Kriebel was named to the Dean's List at Virginia Tech.

4. Public Comment

None.

5. Consent Agenda

a. Acceptance of School Board Meeting Minutes

1) June 21, 2022

b. Personnel

1) Resignations

2) Nominations

3) Co-Curricular Notifications

Greg Kriebel asked about the Equestrian Team. It is actually a club and is self-funded with the exception of the stipend that is paid.

6. Reports

a. Strategic Plan Committee – Tim Theberge

Tim Theberge referenced a working draft of the Strategic Plan document included in the School Board's folder. In addition to sharing the draft with the public, the board is to direct the administration if desired. It is the Board's Strategic Plan. A draft to the public is anticipated as soon as possible.

Katherine Heck thanked everyone for the work and effort by administration toward the development of this plan. It drives everything that we do. Katherine further asked how the plan will look compared to the current plan.

Tim Theberge said that the format will follow that of the Baltimore Plan as well as the goals laid out.

Kimberly Saunders said that someone needs to write the introduction. Graphics and data need to be put together. It is the hope that the plan will be in front of the public by the end of August.

Katherine Heck asked who should write the introduction; administration or the Strategic Plan Committee. Alan Edelkind said that the committee should do so.

Kimberly Saunders said that sections A, B, and C should be in hand by August 8, 2022.

Greg Kriebel asked about adjusting school start times to the plan. Kimberly said that the committee needs to identify the focus area for it to be included. Priority 2 was suggested. It would add a focus area to that section.

7. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

Meetings were added to the August calendar.

Greg Kriebel suggested that meetings occur every Thursday.

Tim Theberge said that there are policies in place that guide when meetings take place.

Greg Kriebel moved to place this on a future agenda. Katherine Heck seconded.

Kimberly said that this will result in significant preparation work for administration with this shift.

Unanimous.

b. School Board Requests

Kimberly Saunders reported that all school board requests have been met.

c. Administrator Goal Presentation

Kimberly Saunders shared information about research on effective district leadership e.g. Five domains of Effective Leadership (Marzano).

The Goal Setting Process was shared step by step. Administrator Goals were as follows:

Elementary Goal 1- Reading

By spring 2025, the number of ConVal Elementary School students in grades K-4 who score at or above the 50th percentile in reading will increase by 6.36% from 73.64% (spring 2022) to 80% (spring 2025), as measured by NWEA's Measures of Academic Progress. Alignment to Strategic Plan priority areas were detailed.

Elementary Goal 2 – Math

By spring 2025, the number of ConVal Elementary School students in grades K-4 who score at or above the 50th percentile in math will increase from 65.41% (Spring 2022) to 75.41%, as measured by NWEA's Measures of Academic Progress. Alignment to Strategic Plan priority areas were detailed.

Elementary Goal 3 - Social Emotional Learning.

This goal is about how students understand themselves as a learner and how they engage in their learning. It is about circle time, how they regulate their learning. The goal is to ensure that all students have the tools to be well-regulated so they can engage in learning. By March 2023, CVES K-4 classrooms will be implementing with fidelity the structures, routines, and strategies introduced and practiced during the implementation of *The First Eight Weeks of School* curriculum.

Middle Schools Goal 1 - Reading

By June 2025, 70% of middle school students will score at or above the 50th percentile as measured by NWEA's Measures of Academic Progress. They are long-term goals.

Middle Schools Goal 2 - Math

By June 2025, 70% of middle school students will score at or above the 50th percentile as measured by NWEA's Measures of Academic Progress. They are also long-term goals. Details within the goal were shared.

Middle Schools Goal 3 - MTSS-B is a one-year goal. The goal states that by June 2023, 86% of middle school students will demonstrate their building's core values as measured by the decrease of the percentage of students with three or more SWIS referrals during Quarters 3 & 4 as compared to Quarters 1 & 2.

Jim Fredrickson suggested aligning the goals between elementary and middle school to be similar in structure e.g. include a range rather than middle school having simply a target.

Greg Kriebel asked if the middle school goals are too ambitious. Kimberly said that they are ambitious and reminded the board that they are multi-year goals.

Closing the gap is the goal. Middle school percentages seem to decline.

CVHS Goal 1: Culture, Climate & Connections

By March 2024, CVHS staff and students will be a part of supportive classroom/school-wide environment grounded in positive culture, climate, and connection, assessed by the ConVal SEL Supportive Environment Assessment Tool by scoring 10 points or higher on 80% of all final assessments (staff, student, and admin.)

CVHS Goal 2 - Math

By June 2023, students in Pre-Algebra, Algebra 1, Algebra 2, and Geometry will increase their NWEA's Measures of Academic Progress scores by 4 points from fall to spring.

CVHS Goal 3: Social/Emotional Learning

BY March 2024, CVHS will establish a SEL supportive environment grounded in systems, supports, and strategies for self-regulation and assessed by the ConVal SEL Supportive Environment Assessment Tool by scoring 7 points or higher on 80% of all final assessments (staff, student, and admin.)

District Goal 1 (Superintendent Goal)

By June 2025, a multi-tiered system of support for behavior will consistently be implemented school wide PreK-12 as measured by all schools scoring at the implementing or sustaining stage on components related to MTSS-B on the Fidelity Integrity Assessment (FIA).

District Goal 2 (Superintendent Goal)

By June 2024, 70-75% of students in kindergarten through grade 10 will score at or above the 50th percentile as measured by the math portion of NWEA's Measures of Academic Progress.

District Goal 3 (Superintendent Goal)

By May 2023, bring a draft Request for Proposal (RFP) for an Equity Audit to the Board as an agenda item for approval to post the RFP and implement the audit. Do students all have the opportunity to succeed? It will look at cultural competency.

Stephen Ullman complimented Kimberly Saunders on the ambitiousness in the goal setting. Kimberly said that this is not outside of our capacity. Resources will be needed.

Kevin Pobst moved to accept the administrations goals. Dick Dunning seconded. Unanimous.

On another topic, Kimberly Saunders pointed out a large number of boxes up against the wall of the board room related to discovery involved in the State lawsuit.

d. Positions and Recruiting

Carrie James shared information related to a proposed employee referral program. The details on how the program would work were shared. This program is designed to utilize our staff. Their help and assistance are needed to bring talent to ConVal. This initiative can be funded through the delta in administration salaries.

Greg Kriebel moved to adopt the proposed employee referral program. Dick Dunning seconded. Unanimous.

8. Old Business

a. Legislative Update

Tim Theberge provided a brief Legislative Update.

b. NESDEC Enrollment Information

Kimberly Saunders asked the Board if we should continue to enroll with NESDEC.

Stephen Ullman moved to continue our agreement with NESDEC. Alan Edelkind seconded. Unanimous.

c. 2nd Read/Adoption (Board Vote Required)

- EBCF: Pandemic/Epidemic Emergencies

Stephen Ullman moved to adopt this policy as presented. Dick Dunning seconded. Unanimous.

d. NHSBA Resolutions

Tim read eight resolutions for the board to vote on.

1. Raymond School Board resolution - **Dick Dunning said that he believes a quorum should be present. He moved not to endorse this resolution. Second. Unanimous.**
2. ConVal School Board - Public Safety in Schools. **Greg Kriebel moved to endorse this resolution. Keira Christian seconded. Unanimous.**

3. Wilton-Lyndeborough Cooperative School District – Katherine Heck said that she is a hard no. **Katherine Heck moved not to endorse this resolution. Greg Kriebel seconded. Unanimous.**
4. Derry Cooperative School District – **Stephen Ullman moved to endorse. Katherine asked if this is not a federal issue. It is. This only deals with State Legislation. Greg Kriebel seconded. Unanimous.**
5. Chester Academy – **Liz Swan moved to support the opposition. Keira Christian seconded. Unanimous.**
6. Chester Academy – **Katherine Heck moved to support. Greg Kriebel seconded. Keira Christian abstained. All others in favor. Motion carried.**
7. Dresden School Board – **Stephen Ullman moved the adoption of this resolution. Dick Dunning seconded. Unanimous.**
8. Dresden School Board – **Katherine Heck moved to support this resolution. Greg Kriebel seconded. Unanimous.**

9. New Business

a. Consolidation RFI update and process

Tim Theberge reported that he will work on this in the upcoming week. We have been working on seeking a Request for Information toward discussing consolidation.

b. Discussion on desire for Security Audit

Alan Edelkind read information that he put together related to a School Safety Audit.

Alan Edelkind moved that ConVal Administration will investigate available outside organizations that have the expertise in the arena of school safety to perform a security audit.

Dick Dunning seconded the motion. He said that it is always worthwhile to look at what we have in place to reflect on what we might do better.

Stephen Ullman referenced a recent Education Weekly that shares information on this topic.

Dick Dunning suggested using Homeland Security.

Unanimous.

c. Update on Building Renovation Activities and Direction

Jim Fredrickson referenced information on building renovation activities underway. Jim said that a conceptual design award is needed. A Warrant Article would come forward in March 2024. The formal establishment of a building committee will be needed. Critical to Quality (CTQ) looks at the capability of the architect, process used, and cost. Katherine Heck said ability and capability rather than price is not the driving factor for architecture and engineering.

Site visit information was shared.

Communication that we are moving forward and that we need community involvement would be important.

d. Expenditure & Encumbrances

Lori Schmidt referenced the Expense and Encumbrance Report. Work to close out the 2022 year remains. Areas of overage in the facilities area were detailed.

e. Out of District Special Education Coordinator

This position is not an additional administrator. This is to support out of district coordination that becomes more and more demanding. Special Education Programs for students who attend Charter Schools are ConVal's responsibility. \$133,000 in salary and benefits is anticipated through grant funding.

Greg Kriebel asked how long this position would be grant funded. Kimberly Saunders responded that it may move in and out.

Is this a one-year position? No, it is not.

Dick Dunning said that he can support a position funded through grants for one year. He said that the Special Education office was split and made two new positions.

Kimberly Saunders said that this position is necessary because of charter schools.

Stephen Ullman asked how the number of hours needed were calculated.

Twenty students have out of district placements currently.

Katherine Heck supports this position and cited her reasons.

Katherine Heck moved to approve this position. Kevin Pobst seconded. Unanimous.

Tim Theberge asked the Board if they are in a position to change their position on a coaching position. Hearing nothing, the decision not to utilize a specific coach stands.

Tim Theberge reported that he and his family are leaving the district. It has nothing to do with the district or its services. He has been in district for six years. He reported submitting a resignation letter effective this Saturday. Janine Lesser will serve as School Board Chair. Tim thanked the board for their time dedicated to students and communities. He thanked administration and staff.

10. Public Comment

Jessie Marcum, Dublin, asked about consolidation that was mentioned tonight. What is the purpose of the RFI and is it the boards intent to place a warrant for consolidation on the ballot.

Tim Theberge asked if there are other public comments. Hearing none, he responded to Mr. Marcum's questions.

The Articles of Agreement require a 2/3's vote to change. The RFI is a request for information to find organizations or other experts who could assist the district in exploring consolidation. It is looking at all sides of consolidation or not. It was last looked at in 2017. The intent is to look at the process and have the discussion.

11. Approval of Manifests (Board Vote Required)

Lori Schmidt certified manifests listed totaling \$2,808,687.86 have been reviewed by her and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

Dick Dunning moved to approve the manifest as presented for \$2,808,687.86. Jim Fredrickson seconded. Unanimous.

Lori Schmidt certified manifests listed totaling \$905,956.08 have been reviewed by her and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

Dick Dunning moved to approve the manifest as presented for \$905,956.08. Jim Fredrickson seconded. Unanimous.

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

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

Dick Dunning moved to enter into Non-Public Session for negotiations, legal, personnel and student. Greg Kriebel seconded. Unanimous on a roll call vote.

Greg Kriebel motioned to exit Non-Public Session at 10:16 p.m. Katherine Heck seconded. Unanimous.

Stephen Ullman motioned to approve two student assignments. Tom Burgess seconded. Unanimous.

Greg Kriebel motioned to approve the personnel benefit decision. Katherine Heck seconded. Dick Dunning and Crista Salamy abstained. Motion carried.

Alan Edelkind motioned to inform counsel of the transportation decision. Katherine Heck seconded. Unanimous.

Stephen Ullman motioned to edit and move the MOU. Greg Kriebel seconded. Unanimous.

Greg Kriebel motioned to seal the minutes of Non-Public Session for a period of five (5) years. Dick Dunning seconded. Unanimous.

Tom Burgess motioned to adjourn at 10:18 p.m. Stephen Ullman seconded. Unanimous.

Respectfully submitted,

Brenda Marschok

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

August 2, 2022
Personnel Agenda

Resignations July 2022:

CVHS

Sadie Cahoon

Graphic Design Teacher

SMS

Brendan Mayo

Gr. 8 Special Education Teacher

2022-23 Nominations:

PES

Andrea Petrone

Gr. 3 Teacher

\$64,100

TES

Melanie Zablotny

Kindergarten Teacher

\$42,100

August 2022

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

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

Draft updates 7/15/2022

- 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

Draft updates 7/15/2022

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.

BDB — Board Officers

1. At the first meeting of the School Board after the District Voting in March, the Board shall elect a Chairperson and a Vice-Chairperson. Candidates for Chairperson shall have served at least two years as a member of the Board. Candidates for Vice-Chairperson shall have served at least one year as a member of the Board.
2. Method of Election. Candidates for each office shall declare in writing their candidacy at the first Board meeting in February of each year. Each candidate shall have the opportunity to speak to their qualifications at the following meeting and answer questions from Board members.

In the event that Board members may be leaving the Board, the candidates to replace them shall be invited and encouraged to attend this meeting.

The election of the Chairperson and Vice-Chairperson shall be done by a roll-call vote at the first meeting of the School Board after the District Voting in March. A plurality of votes cast during this open roll-call vote will be sufficient to elect a candidate.

1. Term Limits.

The length of term for these offices shall be one year. A Board member may serve as either Chairperson or Vice-Chairperson, or four terms in a combination of these offices.

1. Duties.

The Chairperson shall preside at all meetings and shall not originate or second motions; however, the Chairperson shall have the right to vote on all matters before the Board. The Chairperson shall consult with the Superintendent on the preparation of the agenda for each meeting, shall call special meetings as needed, shall have authority to sign contracts and other instruments as approved by the Board in its name and on its behalf, and shall have such other powers and duties as the Board may determine.

The Vice-Chairperson shall have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may determine.

1. Resignation of Chairperson.

In the event that a Chairperson shall resign or be otherwise unable to serve a full term, the Vice-Chairperson shall assume the role of Chairperson. The Board will decide whether to elect an interim Vice Chairperson. If so, the aforementioned election procedure will be followed.

1. Other Officers.

Secretary

The Secretary of the School Board is hired by the Superintendent subject to approval by the Board. The Secretary shall be responsible for Board correspondence when directed by the Chairperson. The Secretary shall attend all board meetings and keep an accurate record of all proceedings which she/he shall sign.

She/He shall have custody of the record books and documents of the School Board, which are to be available for public inspection at all reasonable times. She/He shall be responsible to the Superintendent in performance of duties.

Legal References:

RSA 195:5, Cooperative School District Officers: School Board Powers & Duties

RSA 197:20, School Meetings & Officers: Clerk Duties

RSA 197:22, School Meetings & Officers: Treasurers Bond

RSA 197:23-a, School Meetings & Officers: Treasurers Duties

RSA 671:23, School District Elections: Warrant

RSA 671:6, School District Elections: Other Officers

RSA 671:31, School District Elections: Reports by Clerk

Category: R

1st Read: May 17, 2016

2nd Read: June 7, 2016

Adoption: June 7, 2016

< BCB – School Board Member Conflict of Interest

BDC – Appointed Board Officials (<https://schoolboard.convalsd.net/district-policies/bdc-appointed-board-officials/>)

BEA — Regular School Board Meetings

The School Board shall meet at least once a month. Unless otherwise determined by Board action, regular meetings of the Board shall be held at SAU 1, Superintendent's Office, on the first and third Tuesday of each month in a handicapped accessible location, beginning at 7:00 p.m.

Notice of all Board meetings will be posted in two appropriate places or printed in the local newspaper at least twenty-four (24) hours prior to the meeting. The Superintendent is authorized to post notice of meetings on the District website.

All regular meetings shall be open to the public. The Board will establish the agenda of each meeting. The Board reserves the right to amend the agenda during the meeting, should a majority of the board vote to do so. Additionally, the Board may or may not allow public comments at the meeting. Should the Board offer time for public comments, such comments may be restricted to agenda items only, and the Board may decline members of the public the opportunity to speak on items not on the agenda. Further clarification of public comments policies are located in Policies BEDH, KE, and KEB.

All changes of regular meetings from normal dates shall be advertised at least 24 hours prior to the date of the meeting. Special meetings can be held at the discretion of the Board Chair.

A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

The School Board recognizes that the consistent attendance of Board Members at Board Meetings is essential for the efficient, effective operation of the Board's duties, as well as for fulfilling our individual obligations as elected officials. The Board Secretary is responsible for tracking attendance.

Legal References:

RSA 91-A, Access to Public Records and Meetings

N.H. Code of Administrative Rules, Section Ed. 303.01(f), Substantive Duties of School Boards

See also BEDH, KE, KEB

1st Read: August 14, 2012

2nd Read: September 18, 2012

Adopted: September 18, 2012

BDE – Committees and School Board Member Special-Duty Assignments

Category: O

Standing Committees Purpose

The ConVal School Board utilizes standing committees to consider issues, proposals, and tasks in a smaller venue to allow members to delve more deeply into issues than may be possible at full School Board meetings. The committee structure is an efficient way of allowing for more thorough consideration of policy proposals, constructing budgets, initiating new programs, reviewing curricular issues, monitoring of progress toward Board goals, and Board communication. The committees may initiate and investigate any matter within their jurisdiction. All recommendations of these committees should represent a majority vote of committee members. No vote or discussion of a standing committee – with the exception of the Student Discipline and Grievance Committees – will constitute a School Board decision unless so authorized by Board action at a public meeting. Additional committees may be created, or existing committees dissolved, by a vote of the Board at the annual Board organizational meeting following the annual Board election.

The following committees currently exist as part of the governance of the Board:

- Budget and Property
- Education
- Policy
- Strategic Planning
- Communication
- Equity
- Selectmen's Advisory Committee

Committee Organization

Each committee should have at least four members. The Chair of the Board, in consultation with Board members, makes committee appointments annually. These appointments are for a term of one year. All appointments will be made promptly after each Board election. An organizational meeting of each committee will be held annually promptly after each Board election and the announcement of committee appointments by the Board Chair. A Chair for the committee will be selected annually by the appointed members of the committee at the organizational meeting of the committee. Any Board member may attend and participate in any committee meeting at any time. However, the voting members of each committee will be limited to those who have been appointed. All committee meetings shall be posted publicly.

Committee Administration

The Superintendent or designee shall attend committee meetings whenever possible, as non-voting members. The Chair of the committee is responsible for prioritizing issues, setting meeting agendas, dates, and times. A record must be kept of the proceedings of each committee meeting. That record must be approved by the voting membership of the Committee and kept on file at the Board office. That record must be posted publicly and maintained on file in the Board office. The Chair of each standing committee shall be responsible for reporting on the committee's business at the full Board meeting.

Committee Responsibility and Jurisdiction

Each committee of the Board will be assigned a jurisdiction. This jurisdiction will be reviewed and confirmed annually by the Board following the organizational meetings of all committees. Each committee Chair may periodically initiate review and adjustment of the committee's jurisdiction when deemed appropriate; any change to a committee jurisdiction must be approved by the School Board. Committee jurisdictions will be posted on the School Board's website. A committee of the Board shall not appoint a committee of that committee without approval of the Board.

School Board Member Special Duty Assignments

Special Duty Assignment Purposes

Individual Board members may be designated to fulfill special assignments on behalf of the whole Board to facilitate the efficient, or confidential, completion of Board responsibilities.

Special Duty Assignments

The following special duty assignments will be made to facilitate Board governance:

- Negotiations/Grievance
- Student Discipline
- Food Service / Wellness
- Review of the Manifest
- Representative to the New Hampshire School Board Association (NH SBA) Delegate Assembly

Special Duty Assignment Procedures

The Chair of the Board, in consultation with Board members, make special duty appointments annually. These appointments are for a term of one year. All appointments will be made promptly after each Board election. The committees on Negotiation, Employee Grievance, or Student Discipline are not open to participation by Board members who have not been appointed. Nor are meetings of the Negotiations, Employee Grievance, or Student Discipline committee meetings open to the public.

Board members appointed to fulfill a special duty assignment will report to the full Board as requested to do so by the Board Chair.

Board member(s) designated to review the Manifest prior to each Board meeting will bear the responsibility of moving for acceptance of the certified manifest at the Board meeting.

The Board member appointed as the representative of the ConVal School Board to the NHSBA Delegate Assembly will review all proposals with the Board prior to the annual Delegate Assembly and seek Board advice regarding their vote at the Delegate Assembly.

Ad-Hoc Committees of the Board

Ad hoc committees of the Board may be appointed by the Chair of the Board. The function of the ad hoc committee will be to study specific issues for a specifically limited period of time, and if appropriate, to make recommendations to the full Board for approval. The dates, times, and location of ad hoc committee meetings will be posted publicly and the meetings will be open to all members of the Board. No vote or discussion of an ad hoc committee will constitute a decision of the Board, unless such authority is granted by the School Board at a public meeting.

Ad Hoc Committees with School Board Members

The School Board may form committees with members of the public, students, parents, and/or employees to do specific tasks and make recommendations to the Board. The Board Chair may appoint members of the School Board to such ad hoc committees. Meetings of ad hoc committees must be properly posted and open to the public. Board members not appointed by the Board Chair may attend and participate in ad hoc committee meetings but may not be voting members of the ad hoc committee. The Board will establish the charge of the scope of responsibility for such ad hoc committees. Such ad hoc committees are advisory and have only such authority as specified by the Board. The Board will receive reports or recommendations from an ad hoc committee at the direction of the Board Chair. A record must be kept of the proceedings of each meeting of an ad hoc committee. That record must be approved by the membership of the ad hoc committee and kept on file at the Board offices. The Board retains the right and has the duty to make all final decisions related to such reports or recommendations of an ad hoc committee. The Board reserves the right to limit, create or dissolve an ad hoc committee at any time as it deems appropriate.

First Read: April 6, 2021

Second Read: May 4, 2021

Adopted: May 4, 2021

< BDD - Board-Superintendent Relationship

BDG -- School District Attorney (<https://schoolboard.convalsd.net/district-policies/bdg-school-district-attorney/>)