

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

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, February 18, 2014

Non-Public Session

6:00 P.M.

- a. Negotiations

School Board Meeting

7:00 P.M.

Francestown Elementary School

1. Call to Order and Pledge of Allegiance
2. Francestown Elementary Welcome – Dr. Noreen McAloon
3. Minutes (Board Vote Required)
 - a. February 4, 2014 (pg. 1-5)
4. Points of Pride
5. Public Comment
6. Consent Agenda
 - a. Personnel
 - 1) Notice of Co-Curricular Positions (pg. 6)
 - 2) Job Descriptions – Director of School Counseling (1st Read) (pg. 7-9)
School Counselor Elementary (1st Read) (pg. 10-12)
School Counselor Middle School (1st Read) (pg. 13-15)
Assistant Director of Student Services (1st Read) (pg. 16-19)
7. Superintendent's Report and Presentation of Business
 - a. Monthly Events Calendar (pg. 20-21)
 - b. Accept Gift/Donation (Board Vote Required) (pg. 22)
 - 1) ConVal High School requests the authorization to accept a gift/donation totaling \$15,000.00 from the Arthur and Dolores Daniels Foundation for the purpose of updates to the stage lighting system in the Lucy Hurlin Theatre.
8. Assistant Superintendent's Report
 - a. NECAP Results
9. Reports
 - a. Student Representative – Zach Letourneau
 - b. Teacher Representative – Gil Morris
 - c. District Study Committee – Rich Cahoon
 - d. Education Committee – Crista Salamy
10. Old Business
 - a. Calendar Committee School Board Representative
 - b. Board Officer(s) Presentations
 - c. Expenditure Report – Marian Alese (pg. 23-26)
 - d. +/- Report – Marian Alese (pg. 27)
 - e. Grant Report – Marian Alese (pg. 28)
11. Approval of Manifests (Board Vote Required)
12. Non-Public Session: RSA 91-A:3,II (If Required)
 - a. Negotiations
 - b. Personnel

Upcoming Meetings:

Policy Committee Meeting – February 25th @ 6:30 p.m. @ SAU

School Board Meeting – Tuesday, March 4th at 7:00 p.m. @ SAU

ConVal School District Voting Day – Tuesday, March 11th in individual towns

MISSION STATEMENT

The ConVal Regional School District, in partnership with its member communities, will inspire all learners to achieve academically, contribute to the global community, and thrive as independent and productive citizens.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

**106 Hancock Road
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, February 4, 2014

Public Hearing

7:00 P.M.

SAU #1

In accordance with RSA 198:20-b, a public hearing will be held by the Contoocook Valley School Board for the purpose of accepting and expending unanticipated ERate revenues for the 2013-2014 fiscal year.

School Board Meeting

Immediately Following Public Hearing

BOARD

Stewart Brock, Rich Cahoon,
Matthew Craig (7:16), Butch Estey,
Joel Green, Jon Ingram (7:16),
David Martz (7:15), Pierce Rigrod,
Crista Salamy, Myron Steere,
Erik Thibault, Fiona Tibbetts

Gil Morris, CVEA

ADMINISTRATION

Dr. Brendan Minnihan, Supt.
Kimberly Saunders, Asst. Supt.
Marian Alese, B.A.
Tim Markley, H.R.
Dr. Rick Matte, Student Services
Tim Grossi, Facilities
Gib West, CVHS
Dr. Noreen McAloon, FES/GES/HES
Ben Loi, PES
Anne O'Bryant, SMS
Jim Elder, GBS
Ann Allwarden, AES/Pierce
Kelly Parker, SMS
May Clark, DCS

1. Call to Order and Pledge of Allegiance

Butch Estey called the meeting to order at 7:06 p.m. The Pledge of Allegiance was recited.

2. Minutes (Board Vote Required)

a. January 21, 2014

Myron Steere moved to accept the minutes of January 21, 2014. Stewart Brock second. Unanimous.

3. Chairman's Recognition Award

School Board Chair, Butch Estey recognized Kelly Parker, Administrator, Cindy Zawacki, Teacher, and the Facilities Crew for Chairman's Recognition Awards for all that they contribute to make ConVal a better place for students and staff.

4. Points of Pride

GBS

GBS presented before the "EDies" Board a few hours before tonight's School Board meeting. This is the second round in the quest for "Middle School of the Year" contest.

CVHS/SMS

Cory Barrett, CVHS Student-Athlete, has been awarded a New Hampshire All-State selection in winter track & field for outstanding performances in the boys 55m dash and 300m dash this season. Certainly

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a very well deserved reward for his exceptional work this season.

Patrick Roberts has been selected for both National 4-H Trips this year 4-H Congress in Washington DC and National Conference in Atlanta Georgia. It's quite an honor and a great way to end his 6 years with the SMS Green Eggs 4-H Club under advisor Ann Henry.

Eighteen students were recognized by the NHIAA in Concord yesterday as Student-Athletes. Of the eighteen students recognized, 3 were three season athletes, 13 were two season athletes, and 2 were one season athletes.

To be recognized by the NHIAA as a student-athlete, one must be a NH high school senior, must have a B+ average throughout their high school career, must letter and be currently active in two NHIAA recognized sports, and be a positive role model who has participated in community service activities. Congratulations to these student-athletes.

5. Public Comment

None.

6. Consent Agenda

a. List of Registered Board Candidates

Dr. Minnihan reported that the following individuals are running for open School Board positions:

Antrim - Crista Salamy

Fracestown – None

Peterborough – Gary J. Carpenter

Sharon - None

7. Superintendent's Report and Presentation of Business

a. Personnel

1) Technology Integration Specialist Job Description – 2nd Read/Approval

Tim Markley referenced the job description included tonight's packet.

Myron Steere moved to approve the job description. Matt Craig second. Unanimous.

b. Monthly Events Calendar

Deliberative Session has been moved from Wed., February 5th to Thurs., February 6th.

Education Committee will meet on Monday, March 24th at 6:00 p.m. at the SAU.

c. February 1, 2013 Enrollment Update

Tim Markley shared February 1st enrollment. Hancock and Temple continue to be watched. HES may pursue multiage. In Temple, the grade 3/4 multiage is growing; now at 26. These schools continue to be monitored.

d. Accept Gift/Donation (Board Vote Required)

1) South Meadow School requests the authorization to accept a gift/donation totaling \$500.00 from the Kiwanis Club, Peterborough, NH, for the purpose of funding student participation in the American Heritage Tour.

Joel Green moved to accept the donation as read. Rich Cahoon second. Unanimous.

2) South Meadow School requests the authorization to accept a gift/donation totaling \$1,000.00 from the Elizabeth B. Klein, Daniels Foundation for the purpose of educational and outreach programs at the SMS library.

Stewart Brock moved to accept the donation as read. David Martz second. Unanimous.

e. iBook Project Presentation – Ian West & Student(s)

Ian West reported that he had the opportunity to pilot iPads in the classroom. He had one honors class, which made it easier, to go with that class rather than split devices among several classes to pilot. The devices would be used for something that could not be done on another device. Students would create, write, and distribute written text. Mr. West reported that iPads are incredibly engaging. Students were paired up to bring everyone to speed. Ian reported that the book is now available, for free, on iTunes ibooks. Images were integrated into the document as well as videos. Screen casts were added.

Students shared that the use of the devices made it very exciting to come to class every day. Learning through different experiences was exciting. Having use of the technology made the class more interactive as a result of the different apps. iPad improved video quality. Use of iPads in the class improved learning. Challenges included the learning curve between those students that had never used an iPad and those that had. iPads allowed the students to build upon their projects and see the progress. Visual learning was a positive. Access to information was surprising for some students. An in depth understanding of the information was necessary in order to create the book to teach on the subject. The devices provided a new and fresh approach to learning which excited the students. If interested in downloading the book please contact Ian West for the download information.

f. Scientific Poster Student Presentation – A. Zrzavy

Arianna Zrzavy, CVHS senior, shared that she attended UNH’s Project Smart. She studied and created a poster titled “Signatures of Magnetic Explosions at Earth’s Magnetopause During a Strong Magnetic Storm”. The poster won the outstanding student poster award. Ms. Zrzavy worked with a student, Sita Mishra, from Nepal. Arianna shared the work that she and Sita did in the study of reconnection. It was a very informed and detailed presentation.

Miss Zrzavy shared that she would not have had the opportunity to participate in this program at UNH had it not been for the science department at ConVal High School.

8. Reports

a. Student Representative –Zach Letourneau

Grace Bowman and Sarah Kolk were present to share information about TASC at CVHS. Sarah said that Student Council worked on integrating TASC talks and student TASC talks into that time. Talks are aimed toward sophomores on the topic of jobs. The sharing of what experiences are available to students took place. Sarah said that if someone comes to TASC talks pretty prepared, they are successful.

Grace Bowman reported that she too participated in a TASC talk on St. Paul’s School.

b. Teacher Representative – Gil Morris

Gil Morris reported that Letitia Rice and Micky Johnson will participate in a “Train the Trainer” program on the topic of Common Core.

In other news , Robotics competed last week; 54 team’s total; ConVal was ranked 11th and got knocked out in the quarter finals.

Mr. Morris confirmed that the facilities crew at the high school do an amazing job. The heating system is well under control this year. They do a great job!

c. Budget & Property Committee – Matthew Craig

Matthew Craig reported that the committee met on facilities use. Input was received. The main item was that there is a provision that says that if there are existing agreements or legal contracts between the district and the town they will take precedence in the fee structure. The policy will move to the policy committee. The next meeting will be a summary meeting on goals.

d. Education Committee – Crista Salamy

Crista Salamy reported that an update on SRSD was shared at the last meeting. On Thursday, from 12:30 to 3:30 or 3:30 to 6:30, board members can observe the process.

Graduation credit requirements were discussed as well. Social Studies curriculum was discussed.

9. Old Business

a. 2nd Read/Adoption (School Board Vote Required)

AFB & CBI: Evaluation of the Superintendent and Goal Setting

Myron Steere moved to accept AFB and CBI. Stewart Brock second. Unanimous.

GCA: Teaching Staff Positions

Myron Steere moved to accept GCA as read. Matthew Craig second. Unanimous.

KEB: Public Complaints about School Personnel, Employees, Students, or Administration (will rescind old KLD)

Myron Steere moved to accept policy KEB as read. Stewart Brock second. Unanimous.

Myron Steere moved to rescind KLD which is replaced by KEB. Stewart Brock second. Unanimous.

b. 2nd Read/Amend (School Board Vote Required)

JLCF: Wellness Policy --- this is an amendment to our existing policy

Myron Steere moved to adopt this policy as amended. Stewart Brock second.

Rich Cahoon asked if these conditions apply 7 to 3. Myron Steere said that the beverages are 24/7. It is the food that will meet the requirements. 75% outside of bell to bell will meet the guidelines.

Unanimous.

c. Policy JEB – Entrance Age Discussion

Myron reported that this policy is being looked at and will come forward at the second meeting in March.

10. New Business

a. 1st Read Policy

ECAC: Vandalism (will rescind old ECAB upon adoption)

Myron Steere asked that this policy be reviewed by the board.

EFA: Availability and Distribution of Healthy Foods

Myron Steere asked that this policy be reviewed by the board.

IJK: Supplemental Materials Selection and Adoption (will rescind old IIAA)

Myron Steere asked that this policy be reviewed by the board.

IJL: Library Collection Development

Myron Steere asked that this policy be reviewed by the board.

JJF: Student Activities Fund Management and Fundraising

Myron Steere asked that this policy be reviewed by the board.

b. Policy to Rescind (School Board Vote Required)

EDBA: Maintenance and Control of Instructional Materials

Myron Steere moved to rescind this policy. Stewart Brock second. Unanimous.

c. District Meeting Warrant: School Board Member Assignments

School Board Members agreed to move forward specific warrant articles at District Meeting. Butch Estey will make the second.

d. Submission of Board Officer Declaration

1) Next Steps – Policy BDBA Board Officers

Butch Estey and Myron Steere have submitted their intent to run for the position of School Board Chairman. Pierce Rigrod has submitted intent to run for Vice-Chairman.

Speeches from those running will be made at the February 18th School Board meeting.

e. Policy BGB – Policy Adoption Discussion

Rich Cahoon reported that he asked for this policy to be included in tonight's agenda. We have a policy on how the Board is supposed to adopt a policy. It outlines the first read and second read practice. We have a policy on policy adoption. In the past, Kimberly Saunders said that she was instructed to bring an amendment to recently adopted policies forward to the board. Mr. Cahoon said that there is a reason that we have the first read and second read/adoption process. Mr. Cahoon said that he cannot find that direction in the minutes. He urged that the Board follow the policy.

Myron Steere agreed. It is important to go through a first read and second read process.

Discussion took place about the Emergency Procedure stated within the policy. Dr. Minnihan said that it might be difficult to identify who the "concerned groups" might be. He suggested saying that "the Superintendent will place the changes in this policy on the district website" as one option. This will go back to policy committee.

Rich Cahoon reminded the Board that this is an adopted policy.

Kimberly Saunders reported that she has been asked to right a clause allowing students currently in the ConVal system to access kindergarten.

11. Approval of Manifests (Board Vote Required)

Marian Alese certified that manifests 23f14028 through 23f14030 and 59-61 totaling \$541,861.39 and Payroll 15 totaling \$1,777,350.42 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.

Stewart Brock moved to accept the manifests. Myron Steere second. Unanimous.

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

a. Negotiations

Erik Thibault moved to enter into non-public session in accordance with RSA 91-A:3,II for matters of negotiations at 8:26 p.m. Unanimous on a roll call vote

Stewart Brock moved to exit non-public session at 8:39 p.m. Unanimous on a roll call vote.

Myron Steere moved to accept the negotiating documents as presented. Matthew Craig second. Erik Thibault, Crista Salamy, Joel Green, and Jon Ingram abstained. All else in favor. Motion carried.

Myron Steere moved to seal the minutes of non-public session for two years. Second. Unanimous.

Myron Steere moved to adjourn at 8:41 p.m. David Martz second. Unanimous.

Respectfully submitted,

Brenda Marschok

NOTICE OF CO-CURRICULAR POSITIONS

SMS

Sara Cox

Girls A Team Basketball Coach

\$2,711.70

CVHS

Griffin Meehan

Boys JV Lacrosse Coach

\$2,285.95

*NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT
DRAFT 2.11.14*

POSITION TITLE: Director of School Counseling (CVHS)

SUPERVISOR: ConVal High School Principal and the Director of Student Services

QUALIFICATIONS:

- Master's Degree in Counseling or related field
- Certified or certifiable by the New Hampshire State Department of Education, Ed 507.06, as a school counseling Director
- Have completed at least 3 years of successful experience in the field of school counseling, and at least 3 years experience as an administrator, or supervisor, or such alternatives to these qualifications as the School Board may find acceptable and appropriate
- Must be knowledgeable of counseling theory and practice, public relations, school law, personnel management, administration, supervision, curriculum and education processes
- Must possess leadership qualities and personal characteristics necessary to work effectively with students, teachers, and parents
- Must have day to day understanding of the needs of students to properly address the issues of school counseling grades K-12
- Demonstrated evidence of excellent written and oral communication skills

SUMMARY:

The mission of the school counseling department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The ConVal school counseling department partners with teachers, administrators, parents, and the community to help all students be lifelong learners and problem solvers. The department implements the American School Counseling Association (ASCA) National Model.

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors. The Director of School Counseling ensures that highly qualified school counselors are hired, professional development, consultation and supervision are provided and that school counselors are evaluated in relationship to the professional competencies as outlined by the ASCA National Model. The Director of School Counseling also provides leadership for the development and implementation of an effective comprehensive school counseling program, to include promoting or coordinating the design, delivery, evaluation and improvement of comprehensive school counseling programs in a systematic manner to improve the academics, attendance and behavior of all students.

DUTIES AND RESPONSIBILITIES:

- Serve as a member of the high school and district administrative teams
- In partnership with the Director of Student Services oversee the delivery of K-12 school counseling services
- Ensure regularly scheduled professional development for school counselors and for the continuous improvement of the school counseling program
- In partnership with the Director of Student Services provide leadership and organization for the K-12 school counselors and student assistance counselors to include regular meetings and supervision
- Collaborate or serve as liaison with school and community officials regarding crisis response efforts
- Coordinate in the supervision of school counseling interns
- Coordinate the integration of school counseling programs with the total educational curriculum of the school district
- Provide individual and group supervision to school counselors
- Implement a process that establishes, maintains and enhances the total school counseling program to align with the American School Counselor Association program model
- Serve as the LEA for CVHS 504 Plans
- Develop and maintain the master schedule in conjunction with the principal
- Meet regularly with the Director of Student Services
- Manage the student enrollment and registration process in conjunction with the registrar
- Plan, manage, and supervise the grade reporting process in conjunction with the registrar
- Supervise student records and protect their confidentiality in conjunction with the registrar
- Compile, generate, and interpret all data related to student achievement
- Assist students with alternative learning plans and credit recovery
- Assist students, parents, and staff in interpreting standardized test scores
- Prepare the school counseling budget
- Supervise and contribute to the evaluation of members of the counseling team
- Assists in the planning of annual professional development opportunities for school counselors
- In partnership with the Director of Student Services and the CVHS principal develop and implement school counseling policies and procedures
- Coordinate the comprehensive school counseling program to encourage student achievement in academic, career, and personal/social domains
- Serves as the Coordinator for:
 - Advanced Placement (AP) testing
 - Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT) and other post high school testing (such as ASVAB, ACT)
- Maintain a reduced caseload of students grade 9-12
- Advocate for the needs of students based on school and district data
- Perform other job related duties as required

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

The visual acuity requirements include color, depth perception, and field of vision.

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

The conditions the worker will be subject to in this position.

- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

*NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT
DRAFT*

POSITION TITLE: School Counselor Elementary

SUPERVISOR: Building Administrator and the Director of Student Services

QUALIFICATIONS:

- Masters Degree in counseling and certified (or certifiable) by the New Hampshire Department of Education.
- At least one year of counseling experience with secondary students; or an equivalent combination of education and experience that would provide the appropriate knowledge, skills and abilities.

SUMMARY:

The mission of the school counseling department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The ConVal District school counseling department partners with teachers, administrators, parents, and the community to help all students be lifelong learners and problem solvers. The department implements the American School Counseling Association (ASCA) National Model.

DUTIES AND RESPONSIBILITIES:

- Provide individual student counseling and planning, focused on study skills, emotional literacy, emotional self-regulation, friendship skills, problem solving, transition planning, among other topics.
- Provide individual and small group counseling services to students
- Develop and facilitate small peer support groups for students, focusing on life challenges that can impede school success, such as family changes, illness or death of family members
- Participate in the RTI process, including IST meetings and/or Targeted Team meetings, interpreting reports and/or analyzing student data and planning and implementation of targeted interventions
- Teach classroom lessons in all K-4 (and 5 at DCS) classrooms, consistent with the ASCA model and ConVal District School Counselor (Guidance) Standards
- Consult with teachers, other school staff, family members, and community agency staff
- Assist the administration in identifying and resolving student issues, needs, and problems
- Advocate for students and their family members, as appropriate, at IEP meetings, and parent/teacher conferences
- Coordinate the 504 process, including scheduling and facilitating 504 Team meetings at the school(s) to which the school counselor is assigned

1st Read: 2/18/14
Approved:

- Collaborate with parents/guardians about student progress
- Assist with risk assessment and appropriate referrals to parents and mental health professionals
- Provide information about and referrals to community agencies for students and families
- Evaluate counseling program regularly
- Maintain positive community relations and professional obligations by working with local, regional, and state coalitions and organizations
- Maintain student and family confidentiality as required by federal law and ethical practice
- Participate in staff meetings
- Participate in school and district committees
- Engage in appropriate professional development activities
- Provide leadership in promoting and maintaining a positive school culture

SKILLS REQUIRED:

- Demonstrate knowledge of counseling theory and technique, child and adolescent development, and state and federal regulations
- Demonstrate knowledge of the American School Counseling Association National Model
- Ability to create an environment of respect and rapport, manage routines and procedures and contribute to the culture for student behavior
- Ability to deliver services and formulate academic, personal/social, and career plans by assessing student needs
- Solid communication skills, ability to meet deadlines and willingness to participate in a professional community

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.

1st Read: 2/18/14

Approved:

- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

The visual acuity requirements include color, depth perception, and field of vision.

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

The conditions the worker will be subject to in this position.

- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1st Read: 2/18/14
Approved:

*NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT
DRAFT*

POSITION TITLE: School Counselor Middle School

SUPERVISOR: Building Administrator and Director of Student Services

QUALIFICATIONS:

- Masters Degree in counseling and certified (or certifiable) by the New Hampshire Department of Education.
- At least one year of counseling experience with secondary students; or an equivalent combination of education and experience that would provide the appropriate knowledge, skills and abilities.

SUMMARY:

The mission of the school counseling department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The ConVal school counseling department partners with teachers, administrators, parents, and the community to help all students be lifelong learners and problem solvers. The department implements the American School Counseling Association (ASCA) National Model.

DUTIES AND RESPONSIBILITIES:

- Provide individual student counseling and planning, focused on study skills, emotional literacy, emotional self-regulation, friendship skills, problem solving, transition planning, among other topics.
- Provide individual and small group counseling services to students
- Provide counseling to students who are tardy or absent
- Provide counseling to students who have disciplinary problems
- Collaborate with teachers to present school counseling core curriculum lessons
- Develop and facilitate small peer support groups for students, focusing on challenges that can impede school success.
- Ensure student records are maintained as per state and federal regulations
- Assist the administration in identifying and resolving student issues, needs, and problems
- Advocate for students and their family members, as appropriate at individual education plan meetings and targeted team meetings.
- Teach classroom lessons in all 5-8 classrooms, consistent with the ASCA model and ConVal District School Counselor Standards including academic, career, and personal/social.
- Consult with teachers, other staff, family members, and community agency staff.
- Coordinate Section 504 Plans and progress, including scheduling and facilitating 504 Team meetings.

1st Read: 2/18/14
Approved:

- Assist the administration in identifying and resolving student issues, needs, and problems.
- Collaborate with parents/guardians about student progress
- Member of the Student Services Team (SST)
- Assist with risk assessment and appropriate referrals to parents and mental health professionals
- Provide information about and referrals to outside agencies for students and families
- Evaluate counseling program regularly
- Maintain positive community relations by working with local and regional coalitions.
- Develop and maintain relationships with appropriate outside agencies.
- Maintain confidentiality of referred students as required by federal law and ethical practice.
- Participate in collaborative meetings on a regular basis.

SKILLS REQUIRED:

- Demonstrate knowledge of counseling theory and technique, child and adolescent development, and state and federal regulations.
- Demonstrate knowledge of the American School Counseling Association National Model.
- Ability to create an environment of respect and rapport, manage routines and procedures and contribute to the culture for student behavior.
- Ability to deliver services and formulate academic, personal/social, and career plans by assessing student needs
- Solid communication skills, ability to meet deadlines and willingness to participate in a professional community.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back

1st Read: 2/18/14

Approved:

muscles.

- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

The visual acuity requirements include color, depth perception, and field of vision.

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

The conditions the worker will be subject to in this position.

- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1st Read: 2/18/14

Approved:

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT
DRAFT**

POSITION TITLE: Assistant Director of Student Services

SUPERVISOR: Director of Student Services

SUMMARY

This position assists the Director of Student Services in the areas of planning, budget development, administration, and the effective management of all Student Services Resources. This position is responsible for Student Services program development and management, ensuring compliance with established policies, procedures, and/or regulations, understanding the educational needs of ConVal's students, and the monitoring data to make informed decisions. The Assistant Director of Student Services will act for the Director of Student Services in his/her absence.

QUALIFICATIONS

- Master's Degree from an accredited educational institution in Education Administration and/or Supervision OR
- Training and/or experience in personnel administration, collective bargaining, contract administration and negotiations.
- Experience in public school administration preferred.
- A knowledge of law and regulations as it relates to the total range of personnel services and labor relations actions, and legislative processes.

DUTIES AND RESPONSIBILITIES

Consultative Responsibilities

1. Collaborates with others (e.g. Director of Student services, Teachers, Building Principals, other professional staff, parent groups, community organizations, public agencies, etc.) for the purpose of implementing and maintaining student services in accordance with programmatic and regulatory requirements.
2. Serves as an initial point of contact and a resource between building level staff (Special Education Coordinators, principals, teachers) and the Director of Student Services for matters related to student services.
3. Assists in the provision through which Student Services staff can provide input into decision making in student services. This is done by a series of regular meetings throughout the year.
4. Facilitates and participates in a variety of meetings including department meetings with the Director of Student Services that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes or changes in operational practice.
5. Coordinates all special transportation requests and monitors the necessity of such requests prior to submitting them to the business manager or bus company.
6. Act as LEA and an administrative resource to building level Special Education Coordinators, special education, and 504 teams as needed.

7. Consults with administration, teachers, and staff for the purpose of maintaining existing programs and the development of new programs in accordance with established timeframes, professional standards, and related requirements.
8. Serves as SAU #1 Homeless Liaison - Community interface for Homelessness.
9. Remain informed and disseminate information to fellow building level administrators, teachers, and staff with regard to current research, trends, and best practices in Student Services.
10. Works with District special education team, (Director of Student Services, and Special Education Coordinators)to establish and administer training programs to all school staff.

Budget

1. Develops and coordinates budgets and narratives for Extended School Year (ESY) and Preschool Programs with Special Education Coordinator.
2. Assists the Director of Student Services with budget development, budget decisions, and budget narratives. Special focus is on related services staff and special education coordinators. These duties include building assignments, case load reviews, and work load reviews for related services staff and special education coordinators.
3. Prepares and monitors out of district tuition budget.

Planning

1. Assists in the management response to triennial on-site evaluations conducted by the State.
2. Develops long and short range plans in relation to district needs and makes recommendations to Director of Student Services (e.g. district policies, procedures, staffing, materials, equipment, space requirements, etc.) for the purpose of implementing special education programs/services and complying with local, state and federal regulations.
3. Develops, coordinates and monitors Extended School Year (ESY).
4. Oversees yearly preschool child check screening.

Programming

1. Develops proposals for new programs and for the purpose of serving special education students and ensuring compliance with local, state and federal regulations and meeting district goals.
2. Develops and carries out operating procedures for new and existing programs. This includes, but not limited to admissions, program size, and program work assignments.
3. Manages the implementation of current programs and/or services for the purpose of delivering FAPE to students with disabilities in conformance with legal, financial, time sensitive, and district requirements. This is done through delegation, meetings, walkthroughs, and personal involvement.
4. Assists the Director of Student Services in developing the ConVal Strategic Plan as it relates to special education.
5. Supervise record keeping as it relates to students in specialized district programs.

Personnel Management

1. Assists in hiring staff for all Special Education and Student Service programs in the District, as well as diagnostic and related services personnel.
2. Identifies and locates services such as physical, speech and occupational therapy as the need dictates.

3. Observes and evaluates staff performance, in either a primary or secondary role (evaluative responsibilities are negotiated with each of the building principals on an annual basis).
4. Work collaboratively and provides guidance to the Special Education Coordinators regarding all matters related to special education.
5. Works with Special Education Coordinator in successfully transitioning preschool students to kindergarten.
6. Observes and evaluates staff performance for itinerant staff (evaluative responsibilities are negotiated with each of the building principals and Director of Student Services on an annual basis).
7. Supervise social workers and approve certification paths of social workers and other special education staff, including Student Services staff as assigned.

Crisis Intervention

1. Makes suggestions to Special Education Coordinators and building principals as to how to deal with crisis situations. May also need to get directly involved and attend or LEA meetings that are experiencing difficulties and/or are challenging.
2. Acts as a resource for community services and procedures of other social services agencies
3. Provides Administrators with procedures dictated to us by the state Special Education Law as applied to educationally disabled students (discipline, handicapped access, etc.).

OTHER DUTIES AND RESPONSIBILITIES

The Assistant Director of Student Services is also called upon by the Superintendent or the Director of Student Services to either chair or act as a liaison to any of a number of district and community level committees.

- Frameworks NH
- Strategic Plan Committee

Program Quality Control

1. Monitor the programs and processes of identifying educationally disabled students and the implementation of all Special Education programs are in compliance with state and federal laws.
2. Monitors and revises District Special Education Plan as required by the state.
3. Helps observe and evaluate staff performance, in either a primary or secondary role.
4. Acts as a clearing house for all Special Education and Student Service applicants.
5. Aids with the hiring of staff for all Special Education programs in the District, as well as diagnostic and related service personnel and Student Services.
6. Assists the Director of Student Services in coordinating appropriate professional development opportunities for special education staff.
7. Coordinates all court involved students.
8. District wraparound facilitator for identified students

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally reaching. Extending hand(s) and arm(s) in any direction.
- Seldomly standing. Particularly for sustained periods of time.
- Occasionally walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Frequently fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently grasping. Applying pressure to an object with the fingers and palm.
- Seldomly feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
- Frequently talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Frequently hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sounds.
- Frequently repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
		<p>Public Hearing to accept Unanticipated Funds 07:00 PM @ SAU Board Room</p> <p>School Board Meeting 07:05 PM @ SAU Board Room - to begin immediately following public hearing on funds.</p>		<p>District Meeting Part I - Deliberative Session 07:00 PM @ CVHS Gymnasium</p>		<p>Temple School Board Rep Meeting on ConVal Proposed Budget 10:00 AM @ Temple Town Office</p>
9	10	11	12	13	14	15
			<p>District Study Committee 05:30 PM @ SAU Board Room</p>			
16	17	18	19	20	21	22
	<p>Education Committee 06:00 PM @ SAU Board Room</p>	<p>School Board Meeting 07:00 PM @ Francetown Elementary School</p>		<p>Selectmen's Advisory Committee Meeting 07:00 PM @ SAU Board Room</p>		
23	24	25	26	27	28	
	<p>Winter Recess</p>	<p>Winter Recess</p>	<p>Winter Recess</p>	<p>Winter Recess</p>	<p>Winter Recess</p>	
		<p>Policy Committee Meeting 06:30 PM @ SAU Board Room</p>				

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 School Board Meeting @ SAU Board Room	5	6	7	8
9	10	11 District Vote @ Individual Towns	12	13	14	15
16	17	18 School Board Meeting 07:00 PM @ Pierce School	19	20 Professional Development Day - NO SCHOOL	21 Professional Development Day - NO SCHOOL	22
23	24 Education Committee: 06:00 PM @ SAU Board Room	25 Policy Committee Meeting 06:30 PM @ SAU Board Room	26	27	28	29
30	31					

January 27, 2014

Brendan F. Minnihan, Ed.D.
Superintendent of Schools
Contoocook Valley Regional High School
184 Hancock Road
Peterborough, NH 03458

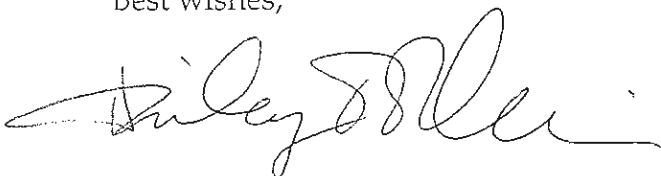
Dear Dr. Minnihan,

I am happy to enclose a check from the Arthur and Dolores Daniels Foundation in the amount of \$15,000.00, specifically to be used for the Lucy Hurlin Theatre and updates to the stage lighting system. It is the Board's hope that this grant will go a long way towards realizing the project's completion.

I look forward to hearing more about the plans and results going forward.

Please feel free to email me with any questions: hailey.klein@gmail.com.

Best wishes,



Hailey D. D. Klein
Associate Director

15 Cedar Street, #39
Amesbury, MA 01913

Board Briefs
February 18, 2014

Expense Report (As of February 11, 2014)

This report reflects expenses, encumbrances, and transfers through February 11, 2014. Lines 1 and 2 reflect transfers from the salary line to cover the additional para positions hired in the past 30 days.

No other significant changes

January - February +/- Report

No changes from last month.

Grants January 2014

Reflects all grant expenses and encumbrances through January 2014. Still have not received the full allocation for IDEA, however, we have received the full allocation for Title I.

2013-2014 Expense Report

17-Jan-14

Line #	Account Numbr Description	2013-2013 Budget	2013-2014 Transfers	2013-2014 Adjusted Budget	2013-2014 Expense	2013-2014 Encumbered	Balance	Account Notes
1	21.000.0000.00.110 REGULAR SALARIES	\$13,372,087.00	-\$226,800.00	\$13,145,287.00	\$6,624,495.90	\$6,359,560.89	\$161,530.21	1.23% Transfer to Para Line
2	21.000.0000.00.111 PARA SALARIES	\$2,055,404.00	\$109,000.00	\$2,164,404.00	\$1,118,349.98	\$1,045,932.80	\$121.22	0.01% Transfer from .110 Line
3	21.000.0000.00.112 ADMIN ASSIST SALARIES	\$1,039,298.00	\$25,500.00	\$1,064,798.00	\$623,951.39	\$441,361.19	-\$514.58	-0.05%
4	21.000.0000.00.113 CUSTODIAL/MAINTEN SALARIES	\$746,569.00	-\$20,000.00	\$726,569.00	\$461,594.38	\$256,074.56	\$8,800.06	1.21%
5	21.000.0000.00.114 ADMINISTRATOR SALARIES	\$2,049,493.00	\$47,300.00	\$2,096,793.00	\$1,266,142.04	\$830,594.13	\$56.83	0.00%
6	21.000.0000.00.115 DEPARTMENT HEADS	\$40,500.00		\$40,500.00	\$20,250.39	\$20,249.61	\$0.00	0.00%
7	21.000.0000.00.119 SUPPORT SERVICES	\$572,079.00	-\$65,000.00	\$507,079.00	\$275,816.55	\$201,918.00	\$29,344.45	5.79%
8	21.000.0000.00.120 TEMPORARY SALARIES	\$790,492.00		\$790,492.00	\$374,368.96	\$140,209.17	\$275,913.87	34.90%
9	21.000.0000.00.130 OVERTIME	\$34,000.00		\$34,000.00	\$29,334.39		\$4,665.61	13.72%
10								
11	21.000.0000.00.211 HEALTH INSURANCE	\$7,046,745.00		\$7,046,745.00	\$4,529,401.97	\$2,381,885.97	\$135,457.06	1.92%
12	21.000.0000.00.212 DENTAL INSURANCE	\$224,240.00		\$224,240.00	\$153,232.99	\$72,087.97	-\$1,080.96	-0.48%
13	21.000.0000.00.213 LIFE INSURANCE	\$51,691.00		\$51,691.00	\$28,574.00	\$23,117.00	\$0.00	0.00%
14	21.000.0000.00.214 LONG TERM DISABILITY	\$39,195.00		\$39,195.00	\$23,456.22	\$15,739.00	-\$0.22	0.00%
15	21.000.0000.00.220 FICA	\$1,580,134.00		\$1,580,134.00	\$805,137.26	\$689,602.33	\$85,394.41	5.40%
16	21.000.0000.00.231 NON - TEACH RETIRE	\$569,484.00		\$569,484.00	\$327,174.21	\$245,364.85	-\$3,055.06	-0.54%
17	21.000.0000.00.232 TEACHER RETIRE	\$2,174,764.00		\$2,174,764.00	\$1,038,725.51	\$960,020.59	\$176,017.90	8.09%
18	21.000.0000.00.260 UNEMPLOYMENT	\$60,000.00		\$60,000.00	\$56,489.00		\$3,511.00	5.85%
19	21.000.0000.00.270 ADMIN ANNUITY	\$36,897.00		\$36,897.00	\$16,815.00		\$20,082.00	54.43%
20								
21	21.000.0000.00.320 PRESENTERS	\$17,600.00		\$17,600.00	\$6,863.00	\$1,359.00	\$9,378.00	53.28%
22	21.000.0000.00.322 STAFF SERVICES	\$145,000.00		\$145,000.00	\$122,638.99	\$22,361.00	\$0.01	0.00%
23	21.000.0000.00.323 PUPIL SERVICES	\$79,610.00		\$79,610.00	\$39,285.13	\$26,769.57	\$13,555.30	17.03%
24	21.000.0000.00.330 PURCHASED/PROF	\$863,597.00	\$65,000.00	\$928,597.00	\$633,098.67	\$295,245.31	\$253.02	0.03%
25	21.000.0000.00.340 STATISTICAL SERVICES	\$47,000.00		\$47,000.00			\$47,000.00	100.00%
26	21.000.0000.00.380 SCHOOL BOARD SERVICES	\$161,000.00		\$161,000.00	\$95,792.06	\$54,741.14	\$10,486.80	6.50%
27								
28	21.000.0000.00.411 WATER/SEWER	\$57,000.00		\$57,000.00	\$23,112.50	\$33,856.28	\$29.22	0.05%
29	21.000.0000.00.421 DISPOSAL	\$54,000.00		\$54,000.00	\$22,112.45	\$14,863.00	\$17,024.55	31.53%

2013-2014 Expense Report

17-Jan-14

Line #	Account Number	Description	2013-2013	2013-2014	2013-2014	2013-2014	2013-2014	Balance	Account Notes
			Budget	Transfers	Adjusted Budget	Expense	Encumbered		
30	21.000.0000.00.422	SNOW PLOWING	\$100,600.00		\$100,600.00	\$69,749.00	\$30,851.00	\$0.00	0.00%
31	21.000.0000.00.430	REPAIR/MAINT	\$492,173.00	\$484,800.00	\$976,973.00	\$834,122.95	\$142,802.75	\$47.30	0.00%
32	21.000.0000.00.431	STRUCTURAL REPAIRS	\$120,800.00	-\$ 5,800.00	\$115,000.00	\$76,302.43	\$25,132.06	\$13,565.51	11.80%
33	21.000.0000.00.432	ELECTRICAL REPAIRS	\$ 73,600.00		\$73,600.00	\$70,576.97		\$3,023.03	4.11%
34	21.000.0000.00.433	MECHANICAL REPAIRS	\$116,500.00	-\$ 5,000.00	\$111,500.00	\$52,344.00	\$2,707.60	\$56,448.40	50.63%
35	21.000.0000.00.434	HVAC REPAIRS	\$179,100.00	\$ 5,000.00	\$184,100.00	\$162,237.12	\$21,853.02	\$9.86	0.01%
36	21.000.0000.00.440	BUILDING RENTAL	\$2,500.00		\$2,500.00	\$1,595.00		\$905.00	36.20%
37	21.000.0000.00.442	EQUIPMENT RENTAL	\$3,100.00		\$3,100.00	\$405.00		\$2,695.00	86.94%
38	21.000.0000.00.450	RENTAL	\$4,000.00		\$4,000.00	\$4,631.00		-\$631.00	-15.78%
39									
40	21.000.0000.00.510	FIELD TRIP ATHLETIC	\$206,292.00		\$206,292.00	\$105,802.41	\$54,526.69	\$45,962.90	22.28%
41	21.000.0000.00.519	PUPIL TRANSPORTATION	\$1,915,490.00		\$1,915,490.00	\$1,036,611.05	\$1,000,632.27	-\$121,753.32	-6.36%
42									
43	21.000.0000.00.520	INSURANCE	\$190,000.00		\$190,000.00	\$182,271.00		\$7,729.00	4.07%
44	21.000.0000.00.530	TELEPHONE /WEB ACCESS	\$149,000.00		\$149,000.00	\$81,025.84	\$55,188.82	\$12,785.34	8.58%
45	21.000.0000.00.534	POSTAGE	\$ 29,600.00		\$29,600.00	\$12,242.01	\$2,136.40	\$15,221.59	51.42%
46	21.000.0000.00.540	ADVERTISING	\$ 16,000.00		\$16,000.00	\$10,980.76	\$5,578.28	-\$539.04	-3.37%
47	21.000.0000.00.550	PRINTING	\$ 27,400.00		\$27,400.00	\$2,856.35	\$2,557.25	\$21,986.40	80.24%
48	21.000.0000.00.561	TUITION	\$1,750,935.00	-\$ 17,500.00	\$1,733,435.00	\$874,484.85	\$740,391.42	\$118,558.73	6.84%
49	21.000.0000.00.580	MILEAGE	\$112,050.00		\$112,050.00	\$38,240.05	\$11,971.13	\$61,838.82	55.19%
50	21.000.0000.00.590	MISC PURCH SERV	\$10,500.00		\$10,500.00	\$747.84		\$9,752.16	92.88%
51									
52	21.000.0000.00.622	ELECTRICITY	\$449,500.00		\$449,500.00	\$237,156.25	\$212,488.34	-\$144.59	-0.03%
53	21.000.0000.00.623	BOTTLED GAS	\$13,700.00		\$13,700.00	\$149.17	\$112.56	\$13,438.27	98.09%
54	21.000.0000.00.624	FUEL OIL	\$470,530.00		\$470,530.00	\$395,226.09	\$75,304.00	-\$0.09	0.00%
55	21.000.0000.00.656	DIESEL / GASOLINE	\$414,000.00		\$414,000.00	\$174,578.85	\$239,000.00	\$421.15	0.10%
56									
57									
58									
59									
50	21.000.0000.00.610	SUPPLIES	\$907,269.00	\$ 65,000.00	\$972,269.00	\$465,702.61	\$161,023.95	\$345,542.44	35.54%
51									
52	21.000.0000.00.640	BOOKS	\$104,776.00		\$104,776.00	\$46,928.52	\$27,963.33	\$29,884.15	28.52%

2013-2014 Expense Report

17-Jan-14

Line #	Account Numbr Description	2013-2013 Budget	2013-2014 Transfers	2013-2014 Adjusted Budget	2013-2014 Expense	2013-2014 Encumbered	Balance	Account Notes
59	21.000.0000.00.641 PERIODICALS	\$25,511.00		\$25,511.00	\$17,171.85	\$3,519.06	\$4,820.09	18.89%
60	21.000.0000.00.649 OTHER INFO SOURCES	\$ 9,648.00		\$9,648.00	\$1,470.33	\$1,148.26	\$7,029.41	72.86%
61	21.000.0000.00.650 SOFTWARE SUPPORT	\$206,852.00		\$206,852.00	\$172,974.70	\$8,949.62	\$24,927.68	12.05%
62	21.000.0000.00.733 NEW FURNITURE	\$ 6,469.00		\$ 6,469.00	\$5,477.27	\$818.06	\$173.67	2.68%
63	21.000.0000.00.734 OTHER EQUIPMENT	\$88,892.00	\$11,000.00	\$99,892.00	\$83,468.54	\$6,714.51	-\$291.05	-0.29%
64	21.000.0000.00.737 REPL FURNITURE	\$34,940.00	\$ 2,300.00	\$37,240.00	\$15,367.82	\$7,336.52	\$14,535.66	39.03%
65	21.000.0000.00.738 REPL EQUIPMENT	\$80,775.00	\$ 9,200.00	\$99,975.00	\$94,796.90	\$5,143.40	\$34.70	0.03%
66	21.000.0000.00.739 NEW EQUIPMENT	\$220,944.00	-\$ 5,000.00	\$215,944.00	\$192,415.76	\$19,552.15	\$3,976.09	1.84%
67								
68	21.000.0000.00.810 DUES & FEES	\$140,448.00		\$140,448.00	\$101,925.51	\$19,552.15	\$18,970.34	13.51%
69	21.000.0000.00.830 DEBT SERVICE INTEREST	\$143,953.00		\$143,953.00	\$143,953.13		-\$0.13	0.00%
70	21.000.0000.00.890 MISCELLANEOUS	\$ 46,840.00		\$46,840.00	\$11,925.28	\$12,280.59	\$22,634.13	48.32%
71	21.000.0000.00.910 DEBT SERVICE PRINCIPAL	\$360,000.00		\$360,000.00	\$360,000.00		\$0.00	0.00%
72	21.000.0000.00.930 TRANS TO FS HEALTH	\$ 275,000.00		\$275,000.00	\$136,280.32	\$102,535.29	\$36,184.39	13.16%
73	21.000.0000.00.930 TRANS TO FS DENTAL	\$8,900.00		\$8,900.00	\$5,044.80	\$3,783.60	\$71.60	0.80%
74	TOTAL	\$43,426,766.00	\$479,000.00	\$43,905,766.00	\$25,005,532.27	\$17,136,469.44	\$1,763,764.29	
75	PROPERTY ENCUMBRANCES	\$566,905.00	-\$479,000.00	\$87,905.00		\$0.00	\$87,905.00	
76	Total	\$43,993,671.00	\$ 0.00	\$43,993,671.00	\$25,005,532.27	\$17,136,469.44	\$ 1,851,669.29	4.21%

11-Feb-14

Unanticipated Changes to 2013-2014 Budget - EXPENSE SIDE

Date	Item	Line	Unanticipated Expense	Savings / Transfer	Notes	Potential Net (Shortfall)/ Savings
Aug-13	PES K Teacher	1	\$57,775	\$57,775	Extra Teaching Position	
	PES .5 Title I Teacher	1	\$42,042	\$42,042	Salary & Health Delta	
	CVHS Math Teacher	1	\$49,796	\$49,796	Salary & Health Delta	
	GBS Spec Ed Teacher	1	\$75,682		Was grant; now general fund	
	SMS ESP Program	1		\$78,837	Was general fund; now grant	
	CVHS Spec Ed Teacher	1	\$64,832	\$54,142	Was grant; now general fund	
	CVHS Spec Ed Teacher	1	\$72,968	\$72,968	Was grant; now general fund/Salary & Health Delta	
	Pierce Para	2	\$51,872	\$51,872	Was grant; now general fund/Salary & Health Delta	
	CVHS Para	2	\$43,000	\$43,000	Transfer from Special Ed to General Ed	
	PES Preschool Program	1 & 2	\$55,130	\$55,130	Was general fund; now grant	
Sep-13	Special Ed Runs	41	\$72,193		Placements	
Nov-13	Voc Ed and Extra Run	41	\$37,000		Tuition	
Dec - Jan	AES Para	2				
	SMS Para (3)	2				
	PES Para	2				
			\$93,769	\$93,769	Salary and health delta	
Total			\$716,059	\$599,331		(\$116,728)

Unanticipated Changes to 2013-2014 Budget - REVENUE SIDE BASED ON INFORMATION FROM DRA

Date	Item	Line	Budget	Tax Rate Setting	Actual	Notes
March 2013	Sports Revenue		\$37,000	\$37,000		
	Tuition		\$179,000	\$179,000		
	ATC Tuition		\$30,000	\$30,000		
	Interest		\$6,000	\$6,000		
	Adequacy Aid		\$7,799,360	\$7,815,932		
	Catastrophic Aid		\$461,896	\$447,979		
	Building Aid		\$558,186	\$558,186		
	Medicaid		\$280,000	\$280,000		
	ATC Aid		\$40,000	\$40,000		
	Unreserved		\$695,822	\$695,822		
			\$10,087,264	\$10,089,919		
				\$2,655		

2013-2014 Grant Summary Report

PROJ #	PROJ NAME	Purpose	C	End Date	Approved Fundina	Year To Date		Encumbrance	Balance 1/31/14
						Expense			
34812	Title: IA Keys to Literacy, ASCD Conference, Common Core, PLC, Para training	Professional Development		06/14	\$125,077.55	\$74,261.07	\$11,130.00	\$9,686.48	
42624	IDEA Various Special Ed positions throughout the District, including PES preschool and middle school ESP progr.			08/14	\$479,362.71	\$213,445.47	\$216,355.17	\$49,562.07	
40025	Title I Primary function is to address needs of students with difficulty in language arts skills.	Elementary Language Arts		08/14	\$514,797.89	\$186,858.79	\$215,733.59	\$112,205.51	
45014	Perkins Equipment and professional development of ATC programs	ATC Programs		08/14	\$76,554.64	\$64,238.87	\$2,533.69	\$9,782.08	
47323	Adult Es Adult Diploma Program	Adult Diploma Program		06/14	\$11,220.00	\$500.00	\$10,713.94	\$6.06	
Total					\$1,207,012.79	\$539,304.20	\$456,466.39	\$211,242.20	