

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Thursday, March 20, 2014**

**School Board Meeting**

**7:00 P.M.**

**Pierce School**

1. Call to Order and Pledge of Allegiance
2. Introduction and Swearing in of New and Returning Board Members
3. Call for Election of Officers – Superintendent
4. Appoint School District Clerk (Board Action/Vote Required)
5. Pierce School Welcome – Ann Allwarden
6. Acceptance of School Board Meeting Minutes (Board Vote Required)
  - a. March 4, 2014 (pg. 1-6)
7. Points of Pride
8. Public Comment
9. Consent Agenda
  - a. Personnel
    - 1) Notice of Co-Curricular Positions (pg. 7)
    - 2) Resignations (pg. 8)
    - 3) Job Descriptions – Director of School Counseling (2<sup>nd</sup> Read) (pg. 9-11)  
School Counselor Elementary (2<sup>nd</sup> Read) (pg. 12-14)  
School Counselor Middle School (2<sup>nd</sup> Read) (pg. 15-17)  
Assistant Director of Student Services (2<sup>nd</sup> Read) (pg. 18-21)  
Library Media Assistant (1<sup>st</sup> Read) (pg. 22-24)  
District Electrician (1<sup>st</sup> Read) (pg. 25-26)
10. Superintendent’s Report and Presentation of Business
  - a. Election Results (pg. 27)
  - b. Monthly Events Calendar (pg. 28-29)
    - 1) School Board Induction Series Dates
11. Assistant Superintendent’s Report
  - a. Self Regulated Strategy Development (SRSD) Presentation
12. Reports
  - a. Student Representative – Zach Letourneau
  - b. Teacher Representative – Gil Morris
  - c. Wellness Committee – Rick Matte
  - d. Budget & Property – Crista Salamy
13. Old Business
  - a. Middle School Football – Mark Swasey/Brian Pickering
  - b. Expenditure Report – Marian Alese (pg. 30-33)
  - c. Budget +/- Report – Marian Alese (pg. 34)
  - d. Grant Report – Marian Alese (pg. 35)
14. New Business
  - a. Signing of MS22 (Report of Appropriations voted)
15. Approval of Manifests (Board Vote Required)
16. Non-Public Session: RSA 91-A:3,II (If Required)
  - a. Personnel
  - b. Negotiations

*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  
Peterborough, New Hampshire**

**CONTOOCCOOK VALLEY SCHOOL BOARD**

**Tuesday, March 4, 2014**

**Non-Public Session**

**6:00 P.M.**

a. Negotiations

**School Board Meeting**

**7:00 P.M.**

**SAU #1 Board Room**

**BOARD**

Stewart Brock, Rich Cahoon,  
Matthew Craig, Butch Estey,  
Joel Green, David Martz,  
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  
Jim Elder, GBS  
Brian Pickering, CVHS  
Dr. Noreen McAloon, FES/GES/HES  
Anne O'Bryant, SMS  
Ann Allwarden, AES/Pierce  
Mark Swasey, CVHS  
May Clark, DCS

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

Butch Estey called the meeting to order at 7:01 p.m. The Pledge of Allegiance was recited.

**2. Minutes (Board Vote Required)**

a. February 4, 2014

Myron Steere moved to accept the minutes of February 4, 2014. Joel Green second. Unanimous.

**3. Chairman's Recognition Award**

Butch Estey shared that three members of the School Board will be leaving. Stewart Brock has been a member of the Board for nine years. Much time, both on and off the job, is put in. These individuals care about the children and what the schools provide for them.

Dr. Brendan Minnihan said that Erik Thibault, Matthew Craig, and Stewart Brock have each given up something personally to participate on the Board. They have families and jobs that they have been taken away from. Dr. Minnihan shared his appreciation as a new Superintendent, for the knowledge they have provided.

**4. Points of Pride**

**CVHS**

On Saturday, February 8, 2014 Zach Letourneau competed with 5 of his peers, from around the state, at an Oratorical Contest at St Anselm College, Manchester, NH. After an 8 minute speech on the Constitution and a 5 minute challenge to speak (ad lib) on the 4th Amendment, he took home First Place: a \$1000 scholarship and a spot in the National Oratorical Contest April 4-6, 2014 in Indianapolis, IN.

**Special Olympic's**

Conval had middle school and high school athletes compete in the Special Olympic Winter Games on March 2, 3, and 4<sup>th</sup>.

*MISSION STATEMENT*

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

Students competed in Alpine Skiing, Snowboarding, Snowshoeing, and Cross Country Skiing. Closing ceremonies were today at 4:00 p.m. A medal count will be shared at the next Board meeting! Congratulations to our Special Olympians!!

## 5. Public Comment

None.

## 6. Consent Agenda

### a. Personnel

#### 1) Notice of Co-Curricular Positions

Tim Markley referenced a Notice of Co-Curricular Positions included with the agenda distribution as informational.

#### 2) Job Descriptions – Director of School Counseling (1<sup>st</sup> Read)

Mr. Markley reported that this job description has been redone since September as a result of the ASCA model.

#### School Counselor Elementary (1<sup>st</sup> Read)

Tim Markley referenced this job description as a first read.

#### School Counselor Middle School (1<sup>st</sup> Read)

Tim Markley referenced this job description as a first read.

#### Assistant Director of Student Services (1<sup>st</sup> Read)

Tim Markley referenced this job description as a first read.

This title has changed to be in line with Student Services rather than Special Education.

Enrollment numbers for March 1<sup>st</sup> were shared. There has been absolutely no change in total numbers of students.

## 7. Superintendent's Report and Presentation of Business

### a. Monthly Events Calendar

Budget & Property Committee will meet on Monday, March 10<sup>th</sup> at 5:30 p.m.

The March 18<sup>th</sup> School Board meeting was moved to Thursday, March 20<sup>th</sup> at Pierce Elementary School.

### b. Accept Gift/Donation (Board Vote Required)

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.

**Myron Steere moved to accept the donation as read. Matthew Craig second. Unanimous with sincere gratitude.**

### c. Middle School Football – Mark Swasey/Brian Pickering

Mark Swasey, CVHS Athletic Director, and Brian Pickering, CVHS Principal was present to speak about the possibility of middle school football.

Brian Pickering reported that Mr. Swasey has spent some time assessing our programs and formulate a plan on where we want to go on improving our athletics. Middle school football is not a new question. Mark Swasey said that there are areas identified to become competitive. One area is the readiness in K-8 in terms of our feeder programs. Are we preparing our youth to be ready for the competitive nature in athletics? Many districts have middle school football except for ConVal. Our numbers are down and we won't have a freshmen football program. Connecting our young kids with our older kids is necessary. When kids connect, they engage. One way to do this is to introduce middle school football to our community. We have the support of our middle schools and our football boosters. The boosters will fund middle school football for three years. The cost is expected to be \$8,000 total each year for three years. There is an expected interest of approximately 40 students. The schedule would be eight games; four home and four away. Mr. Swasey asked for approval or a blessing of the board to make this a go. Butch Estey asked how the kids would get from two schools to practice. Mr. Swasey said that a bus would transport and those costs have been factored in. Practice would take place at ConVal High School.

Mr. Estey asked about the Pop Warner League in the area. Mr. Swasey said that 27 kids at GBS expressed an interest in middle school football. Of the 27, three play Pop Warner Football. Mr. Swasey said that a football program at ConVal will provide consistency in the way they are taught. Crista Salamy said that the district has not come to speak with the Monadnock Mountaineers. If ConVal pulls our own team, it will affect other high schools. Ms. Salamy said that before this was approved she would like discussion with these groups. Mr. Swasey said that this program is for seventh and eighth grade students.

Stewart Brock said that it is a great idea. We have lacked feeder programs for many years. It is hard to watch our kids work so hard for a 0 and 14 record. We need to do what we can to feed football and basketball just to be competitive so students feel some pride.

David Martz asked how this affects Title IX. Kimberly Saunders said that Title IX is measured on opportunity and participation. This would not affect Title IX; ladies would be allowed to play.

Rich Cahoon said that Mountaineers affects cheerleaders as well.

Brian Pickering said that football and basketball hasn't seen a winning season in 14 years. Mr. Pickering said that we have had really good coaches but have not had a good curriculum program. We have to do more than what we have done to establish programs. What can we do to support this as a school? There is no disrespect to the outside programs. There is a cost to outside programs and required travel. There would be no cost or travel involved with this program. More students might participate.

The intent would be to fund this for three years and then become a ConVal funded program.

Matthew Craig asked what sports are offered in the middle school that funnels up to the varsity level. What is the thought process?

Mr. Pickering shared one district that dropped the varsity program and built a middle school program, then a JV program, and then a varsity program for success.

Pierce Rigrod said that there is definite work to be done with some of our sports that could be part of this discussion.

Rich Cahoon asked if funding was not available would Mr. Pickering begin with football. He cited lacrosse as a possibility. Mr. Pickering said that they are not overlooking anyone. They want programs to grow.

Butch Estey asked Brian Pickering and Mark Swasey to return on March 20<sup>th</sup> to discuss further.

## **8. Assistant Superintendent's Report**

### **a. NECAP Results**

Kimberly Saunders reported that this is the last NECAP. Students will now move to take the Smarter Balanced. Ms. Saunders shared NECAP test results in reading, math, and writing. Statistical significance was detailed.

Elementary students tested 80% proficient or above in reading.

Middle school students tested 80% proficient or above in reading. 5% substantially below proficient.

High school students tested 75% proficient or above in reading. 8% substantially below proficient.

Elementary students tested 67% proficient or above in math. 14% substantially below proficient.

High school students tested 31% proficient or above in math. 37% substantially below proficient.

Fifth grade students tested 50% proficient or above in writing. 14% substantially below proficient.

Eighth and eleventh grade results were shared.

Next steps include looking at specific areas of concern, looking at the potential of the reallocation of resources, and continuing to develop effective intervention strategies as well as continued support of professional development.

Discussion took place about the need for students to have taken Algebra II to be successful on NECAP in high school. Further discussion took place about math credits.

## **9. Reports**

### **a. Student Representative – Zach Letourneau**

Zach Letourneau, CVHS student rep, reported that the transition from February break into regular routines has gone seamlessly. Things are back to normal counting down to April vacation. GBS conducted testing and SMS participated in the winter slam. Voting is next week.

### **b. Teacher Representative – Gil Morris**

Gil Morris reported that on February 16<sup>th</sup>, Sean Campbell, was inducted as an Eagle Scout.

**c. District Study Committee – Rich Cahoon**

Rich Cahoon reported that the committee met and developed year end recommendations. The first was to review school consolidation options on a scheduled basis and the second was to review the Articles of Agreement and seek efficiencies. Mr. Cahoon's full report is attached.

**d. Education Committee – Crista Salamy**

Stewart Brock reported that NECAP scores were discussed at the last Education Committee meeting. Self Regulated Strategies Development was discussed as well. It profoundly impacts students.

**e. Selectmen's Advisory Committee – Rich Cahoon**

Rich Cahoon reported that the conversation was largely about what might constitute or not constitute politicking. A motion was made at SAC to ask the Attorney General about our use of Alert Now to encourage voting. Mr. Cahoon asked that a motion of the board not use Alert Now.

Butch Estey asked what the background was on this; voters were asked to do their civic duty.

Rich Cahoon shared his recollection that voters were encouraged to support the bond and budget two years ago; last year they were simply encouraged to vote.

Butch Estey reported that Alert Now was not intended for emergency purposes only. It is a rapid notification system of communication.

Pierce Rigrod asked Rich Cahoon what he was suggesting for communication.

Pierce Rigrod reported that communication from budget happens on various fronts in his town.

Rich Cahoon suggested that if we are going to use it for that purpose it should be made clear. Mr. Cahoon said that he also felt that the communication from Selectmen was inappropriate.

Matthew Craig said that the appropriateness was discussed at the time. The Board came to a consensus that it would be used for specific purpose.

Dr. Minnihan said that the appropriateness could be debated. He shared that the high school sends out non-emergency messages about FAFSA meetings and other messages that are targeted messages. Open House reminders are sent as well. It is a rapid notification system. The idea is to use it mindfully.

Stewart Brock disagreed because we have a responsibility to communicate in any way that we can. He said that any means should be used to communicate.

Mr. Cahoon tried to make connections about postage vs. text or voice messages as well as drafts to be placed on town websites.

Erik Thibault said that the district has not communicated well when the vote is. Any communication should be utilized. Alert Now does just that; it can remind people to vote.

**Rich Cahoon moved to not send out an email, text message or recorded message with Alert Now. Second.**

Pierce Rigrod asked why not study this more. He is comfortable with an email message saying that it is time to vote. Would Selectmen prefer we spend money on postage to do the same? If it is a generic message, he has no problem.

Matthew Craig said that the Board should leave this to the best judgment of the Superintendent.

Rich Cahoon said that he wants to be in a strong position to push back against inappropriate electioneering. Not using district resources puts us in a better position.

**In favor of not using Alert Now: Fiona Tibbetts, Myron Steere, David Martz, Rich Cahoon**

**Opposed: Stewart Brock, Erik Thibault, Crista Salamy, Joel Green, Pierce Rigrod, Matthew Craig**  
**Motion defeated.**

**10. Old Business**

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

EBCC: Bomb Threats

**Myron Steere moved to accept this policy as written. Stewart Brock second. Unanimous.**

ECAC: Vandalism (Rescind ECAB upon adoption)

**Myron Steere moved to accept this policy as written. Stewart Brock second. Unanimous.**

**Myron Steere moved to rescind policy ECAB. Stewart Brock second. Unanimous.**

EFA: Availability and Distribution of Healthy Foods

**Myron Steere moved to accept this policy as written. Stewart Brock second. Unanimous.**

IJK: Supplemental Materials Selection and Adoption (Rescind IIAA upon adoption)

**Myron Steere moved to approve as written. Stewart Brock second. Unanimous.**

**Myron Steere moved to rescind policy IIAA which is replaced by IJK. Stewart Brock second. Unanimous.**

JL: Library Collection Development

**Myron Steere moved to approve as written. Stewart Brock second. Unanimous.**

**Rich Cahoon amended the word “shareholders” to read “stakeholders”.**

**Myron Steere moved as amended. Stewart Brock second. Unanimous.**

JEB: Entrance Age

**Myron Steere moved to approve as written. Stewart Brock second.**

**David Martz amended paragraph four to read K-8. Second. Unanimous.**

**Myron Steere moved to approve as amended. Stewart Brock approved the amendment. Unanimous.**

JJF: Student Activities Management and Fundraising

**Myron Steere moved to approve as written. Stewart Brock second. Unanimous.**

Myron Steere reported approximately 50 more policies to review.

#### **b. Calendar Committee School Board Representative**

Crista Salamy has agreed to be the Calendar Committee School Board representative.

#### **c. Board Officer(s) Presentations**

Myron Steere reported that he ran on the School Board to assure a quality education for kids. He is running for Chair to create an atmosphere of respect and decorum within the Board. He cited having discussions and listening to all sides as important factors in moving forward. Mr. Steere shared his background in many areas including finance, human resources, Chief Operating Officer and Financial Officer as well as public service positions and education. Mr. Steere identified areas that need to be addressed to include defining a “High Performing District”, consider “out of the box” thinking, and to define measures of success for all new programs and technology. Mr. Steere also cited enthusiasm and spirit of students and teachers, professionalism of staff and administration, and facilities and related future improvement plans as positives for the board to draw from.

Butch Estey reported that he believes in giving back to the community and paying it forward. He is running to provide the best possible education that is cost effective. He has the time to serve as School Board Chairman. Mr. Estey has state and local level experience. He has experience and history on the job. Mr. Estey said that the Board will have 1.6 years experience on the Board if he is taken out of the equation. He understands the time commitment and the work that goes into the job. Mr. Estey reported that he has experience negotiating contracts. He has served on every committee with the exception of SAC. He feels that any Board can improve. We hold administrators accountable. We have the best administration. We need to work together and stay away from private agendas. Our responsibilities lie with the students and he looks forward to the challenge.

Pierce Rigrod asked Myron Steere what number is acceptable in terms of an overall increase to the budget since he supported a flat budget.

Mr. Steere said that if program and facilities are defined and can be measured in terms of success than he is in favor. He is not in favor of just throwing things out there; citing the iPad initiative as an example.

Mr. Craig asked Myron Steere about his motion to reduce budgets and his second to reduce the bond in the past. Given the role of what a school board member is as a promoter of education; would Mr. Steere reconsider either of the motions. Mr. Steere said that he would not reconsider unless presented better. He seconds motions solely to allow discussion.

Rich Cahoon asked Myron Steere and Butch Estey about Board Chairs serving on subcommittees other than negotiations. He wondered if they would address stepping aside from committee assignments.

Butch Estey said that he had no issue stepping aside.

Myron Steere reported that he had no issue not serving on any committee.

Pierce Rigrod shared that he is interested in the Vice-Chair position because he has gained opinions and expertise from other Board members in the past year. He is interested because he considers the Board as stewards to the district. High performing districts are a question that he thinks need refinement and definition. Student achievement is an important topic that needs more discussion. Science is an area that our schools could excel. He is interested in the resources that support science. He would like to talk about philosophical styles of management. Communication needs work and development. Mr. Rigrod looks forward to Strategic Plan development.

**d. Expenditure Report – Marian Alese**

Marian Alese reported that there have been no significant changes other than transfers from salary lines into paraprofessional lines.

**e. +/- Report – Marian Alese**

Marian Alese reported no significant changes to this report.

**f. Grant Report – Marian Alese**

Marian Alese reported that we have received full allocation for IDEA. The next report will reflect the revised allocation.

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

Marian certified that manifests 62-66 and 23f14031 and 23f14032 totaling \$315,572.03 and manifests 37-69 and 23f14033 and 23f14034 totaling \$344,049.82 and payroll 16 and 200 totaling \$875,430.74 and payroll 17 totaling \$1,816,769.19 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 approve the manifests as read. Myron Steere second. Unanimous.**

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

**Erik Thibault moved in accordance with RSA 91-A:3,II to enter into non-public session at 9:18 p.m. for matters of negotiations and personnel. Unanimous on a roll call vote.**

**Matthew Craig moved to exit non-public session at 10:16 p.m. Second. Unanimous.**

**David Martz moved to seal the minutes of the first non-public session item for two years and second non-public session item for seven years. Rich Cahoon second.**

Rich Cahoon said that there was nothing discussed in the second half of non-public that would adversely affect reputation. Butch Estey said that he did not believe that to be true.

**Rich Cahoon opposed. All else in favor. Motion carried.**

**Motion to adjourn at 10:19 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok

NOTICE OF CO-CURRICULAR POSITIONS

CVHS

Holly Wilson  
Don Jalbert

Girls Assistant Track Coach  
Girls JV Lacrosse Coach

\$2,285.95  
\$2,285.95



OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCCOOK VALLEY SCHOOL DISTRICT

March 20, 2014  
Personnel Agenda

Resignations:

Special Education

Susan Ingalls

Pre-School Consultant

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

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**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*

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**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

1<sup>st</sup> Read: 3/4/14  
Approved:  
Revised:

- 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, Stopping. 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.

1<sup>st</sup> Read: 3/4/14

Approved:

Revised:

- 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).

1<sup>st</sup> Read: 3/4/14

Approved:

Revised:

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

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**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.

1<sup>st</sup> Read: 3/4/14  
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- 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

1<sup>st</sup> Read: 3/4/14

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Revised:

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).

1<sup>st</sup> Read: 3/4/14

Approved:

Revised:

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

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**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.)

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

**POSITION TITLE:** Library Media Assistant  
**SUPERVISOR:** Building Principal and Assistant Superintendent  
**REPORTS TO:** Building Principal

DRAFT

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**QUALIFICATIONS:**

- Associates Degree or equivalent
- Experience and knowledge of library services is preferred
- Ability to work effectively with students
- Ability to take direction and to work independently
- Motivated to work collaboratively with library and technology team members
- Strong interpersonal skills
- Positive, cooperative approach to problem solving
- Demonstrated organizational skills
- Proficient use of grammar and punctuation in written communications
- Basic knowledge and proficient use of technology equipment and software
- Paraprofessional certification is desired but not necessary

**SUMMARY:**

The Library Media Assistant is familiar with library principles, methods, techniques, and procedures, as well as reader interest levels. The assistant assists, supports, and works under the direction of the Library Media Specialist (LMS) in providing educational benefit to students through the Library Media Commons. The Assistant implements, but does not develop, instructional activities provided by the Library Media Specialist. The Assistant will also be an integral part of the Library, Integration, and Technology Support (LITS) team and may also participate in activities assisting the Technology Integration Specialist and the School Systems Administrator.

**DUTIES AND RESPONSIBILITIES:**

Working under the direction of the Library Media Specialist, the Assistant may be responsible for the following:

- Assists the LMS in overseeing the library during operating hour to ensure a learning environment that stimulates and reinforces students' easy access to information.
- Assists the LMS with communications to students and staff regarding ongoing library activities, collection additions, plans, etc.

*First Read: 3/20/2014*

*Approved: \_\_\_\_\_*

*Revised: \_\_\_\_\_*

- Assists the LMS in acquiring, evaluating, and using information resources in all formats, and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.
- Working staggered or flexible hours before or after regular school hours.
- Demonstrates knowledge of the school collection and external resources.
- Assists the LMS in maintaining complete and accurate circulation records of all library materials.
- Assists the LMS in the selection and culling of materials to ensure the library collection is current.
- Works with students and staff to locate and use resources that will meet those needs, and to understand and communicate the information the resources provided.
- Promotes lifelong learning by fostering positive behaviors toward libraries and by working to develop students' viewing, listening and critical thinking skills.
- Assists students with selection, checking in/out of library materials.
- Performs other job related duties as assigned by building principal or his/her designee.
- Monitors student behavior and promotes positive classroom management.
- Supports and implements the school's values and practices regarding instructional strategies, expectations for peer behavior, peer interaction and inclusion.
- Maintains strict confidentiality regarding all library patron information.
- Participates and successfully completes district provided specific trainings.
- Makes independent judgments within the scope of respective job duties.
- Interacts with people (staff, administrators, students, parents, general public).
- Acts professionally and with minimal stress in the event of an emergency.
- Performs school responsibilities as appropriate or assigned.
- Provides any other assistance to students, directly related to the position as assigned by the Principal.

**ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequently 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.
- Frequently crouching, bending the body downward and forward by bending leg and spine.
- Occasionally crawling, moving about on hands and knees or hands and feet.
- Frequently reaching, extending hand(s) and arm(s) in any direction.
- Occasionally 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

*First Read: 3/20/2014*

*Approved: \_\_\_\_\_*

*Revised: \_\_\_\_\_*



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.
- Frequently 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.
- 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.
- 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 sound.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- 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.
- None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

*First Read: 3/20/2014*

*Approved: \_\_\_\_\_*

*Revised: \_\_\_\_\_*

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

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**POSITION TITLE:** *District Electrician*

**SUPERVISOR:** Facilities Director

**QUALIFICATIONS:**

- High school diploma or equivalent
- Technical School or Trade School, and maintains a valid NH electrical license
- Valid NH driver's license
- Fluent in web computer based maintenance management software
- Able to work from blueprints or verbal descriptions and plans. Must demonstrate initiative, ingenuity and judgment to complete assignments.
- Establish and maintain effective working relationships with other employees
- Effective communications skills
- Ability to interpret written instructions and/or oral instructions, work independently and make judgments within the scope of respective job duties
- Ability to learn and accomplish tasks with minimum supervision
- Basic knowledge of methods, materials, and equipment used in maintenance and repair of structural, mechanical, electrical and HVAC building systems
- Basic safety practices related to all building trades

**SUMMARY:**

The District Electrician, under the general direction from the Facilities Team Lead, performs and oversees all duties as they relate to electrical repair, upgrade and new installations of district equipment and facilities.

**DUTIES AND RESPONSIBILITIES:**

- Informs the Facilities Director and the team lead of electrical issues related to the overall operating efficiency, safety and conditions of the school sites.
- Works with team members to make, evaluate and implement suggestions to continuously improve the operation of the facilities
- Continually provides energy saving and operating ideas for possible implementation
- Directs and oversees electrical contractors as required.
- Interfaces with vendors and purchasing of electrical supplies to support daily operations and maintains adequate supplies for critical systems back up.
- Provides repairs and support for all facilities equipment.
- Remains current with electrical code compliance and provides district oversight for implementation / upgrades
- Maintains records and updates blue prints of changes made to school electrical systems.
- Performs skilled and semi-skilled maintenance, repairs and shop related tasks in support of District maintenance plan.
- Confers with Facilities Director and or team lead regarding work schedule, project priorities, planning, and equipment material needs.
- Has a working knowledge of plumbing, heating, general maintenance and repairs of all district facilities.
- May be asked by supervision to perform other job related duties as required

## **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequent Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
- Frequent 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.
- Frequent Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequent Crouching. Bending the body downward and forward by bending leg and spine.
- Frequent Reaching. Extending hand(s) and arm(s) in any direction.
- Constant Standing. Particularly for sustained periods of time.
- Frequent Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasional Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasional Pulling. Using upper extremities to exert force in order to draw haul or tug objects in a sustained motion.
- Frequent 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.
- Frequent Grasping. Applying pressure to an object with the fingers and palm.
- Frequent 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.
- Constant 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.
- Frequent Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers

### **The physical requirements of this position**

- Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

### **The visual acuity requirements including color, depth perception, and field vision**

- The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.

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

- The worker is subject to both environmental conditions. Activities occur inside and outside.
- The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.

ConVal School District  
 Voting Results - March 11, 2014

ConVal School District - Results of Voting March 11, 2014 OFFICIAL

	1		2		3		4		5		6		7		8		9		10												
	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y											
<b>Budget</b>	1686	2021	1441	2282	1575	2143	2341	1367	1795	1868	1945	1741	2028	1536	1802	1759	1883	1299	2464	624	80%										
<b>CVHS Parking Lot</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	267	57%	257	364	41%	289	333	379	38%	323	296	296	52%	368	252	59%	336	148	69%	287	196	59%	337	140	71%	412	66	86%		
NO	267	57%	257	364	41%	289	333	379	38%	323	296	296	52%	368	252	59%	336	148	69%	287	196	59%	337	140	71%	412	66	86%			
<b>CVHS Track</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	98	115	46%	81	131	38%	78	134	37%	68	144	42%	322	197	62%	334	186	64%	306	219	58%	348	173	67%	433	83	84%			
NO	98	115	46%	81	131	38%	78	134	37%	68	144	42%	322	197	62%	334	186	64%	306	219	58%	348	173	67%	433	83	84%				
<b>SMS Exit Road</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	263	266	50%	259	268	49%	250	278	47%	242	285	46%	251	264	49%	311	238	57%	336	218	61%	289	262	52%	355	192	65%	462	84	85%
NO	263	266	50%	259	268	49%	250	278	47%	242	285	46%	251	264	49%	311	238	57%	336	218	61%	289	262	52%	355	192	65%	462	84	85%	
<b>Tractor Lease</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	85	284	23%	70	300	19%	94	276	25%	76	292	21%	135	234	37%	133	233	36%	141	228	38%	112	257	30%	163	203	45%	248	111	69%
NO	85	284	23%	70	300	19%	94	276	25%	76	292	21%	135	234	37%	133	233	36%	141	228	38%	112	257	30%	163	203	45%	248	111	69%	
<b>Capital Reserve</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	134	129	51%	119	141	46%	129	130	50%	106	154	41%	130	123	51%	158	97	62%	167	91	65%	166	91	65%	190	68	74%	234	22	91%
NO	134	129	51%	119	141	46%	129	130	50%	106	154	41%	130	123	51%	158	97	62%	167	91	65%	166	91	65%	190	68	74%	234	22	91%	
<b>Special Ed Trust</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	58	63	48%	47	77	38%	58	64	48%	48	73	40%	65	56	54%	65	56	54%	77	46	63%	72	51	59%	88	34	72%	102	18	85%
NO	58	63	48%	47	77	38%	58	64	48%	48	73	40%	65	56	54%	65	56	54%	77	46	63%	72	51	59%	88	34	72%	102	18	85%	
<b>Health Ins. Trust</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	349	219	61%	326	247	57%	345	228	60%	339	235	59%	356	206	63%	385	184	68%	414	152	73%	375	192	66%	428	132	76%	509	46	92%
NO	349	219	61%	326	247	57%	345	228	60%	339	235	59%	356	206	63%	385	184	68%	414	152	73%	375	192	66%	428	132	76%	509	46	92%	
<b>Schl. Bd. Salaries</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	91	385	19%	65	414	14%	61	419	13%	197	275	42%	91	385	19%	102	376	21%	92	384	19%	188	280	40%	295	165	64%			
NO	91	385	19%	65	414	14%	61	419	13%	197	275	42%	91	385	19%	102	376	21%	92	384	19%	188	280	40%	295	165	64%				
<b>Accept Reports</b>	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y	YES	% Y									
YES	NO	1686	2021	1441	2282	1575	2143	2341	1367	1795	1868	1945	1741	2028	1536	1802	1759	1883	1299	2464	624	80%									
NO	1686	2021	1441	2282	1575	2143	2341	1367	1795	1868	1945	1741	2028	1536	1802	1759	1883	1299	2464	624	80%										

School Board Members

Antrim	594
Crista Salamy	
Francesstown	
Write-In	82
Stephan Morrissey	
Peterborough	
Gary J. Carpenter	157
Tom Ferenc (Write-In)	296
Sharon	
Write-In's	14
Donald "Ted" O'Brien	9
Mark Fernald	

# March 2014

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

# April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 <u>School Board Meeting</u> 07:00 PM @ SAU Board Room	2 <u>Wellness Committee Meeting</u> 06:00 PM @ SAU Board Room	3	4	5
6	7	8	9	10	11	12
13	14	15 <u>School Board Meeting</u> 07:00 PM @ Hancock Elementary School	16	17	18	19
20	21 <u>Spring Recess</u>	22 <u>Spring Recess</u>	23 <u>Spring Recess</u>	24 <u>Spring Recess</u>	25 <u>Spring Recess</u>	26
27	28	29	30			

**Board Briefs  
March 20, 2014**

**Expense Report (As of March 11, 2014)**

This report reflects expenses, encumbrances, and transfers through March 11, 2014.  
Lines 1, 2, and 5 reflect vacant positions (para at AES; Tech Director; Admin Assist @ CVHS).

Line 24 reflects the cost of custodial services for individuals out on leave.

Snow plowing is currently overdrawn by \$14K. **This amount does not include snow removal after March 11.**

No other significant changes

**February- March +/- Report**

Two changes to this report: available dollars as a result of the Tech Director's position, and the overdraft in the snow plowing accounts.

I expect to have some final revenue figures (Cat Aid and Adequacy) for the April report.

**Grants January 2014**

Reflects all grant expenses and encumbrances through February 2014.

# 2013-2014 Expense Report

11-Mar-14

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	\$13,372,387.00	-\$226,800.00	\$13,145,587.00	\$8,048,193.05	\$4,926,156.58	\$171,237.37	1.30%
2	21.000.0000.00.111 PARA SALARIES	\$2,055,404.00	\$109,000.00	\$2,164,404.00	\$1,356,667.49	\$796,542.28	\$11,194.23	0.52% Vacancy
3	21.000.0000.00.112 ADMIN ASSIST SALARIES	\$1,039,298.00	\$25,500.00	\$1,064,798.00	\$718,063.53	\$338,787.02	\$7,947.45	0.75% Vacancy
4	21.000.0000.00.113 CUSTODIAL/MAINTEN SALARIES	\$746,569.00	-\$10,000.00	\$736,569.00	\$508,442.68	\$228,043.66	\$82.66	0.01%
5	21.000.0000.00.114 ADMINISTRATOR SALARIES	\$2,049,493.00	\$37,300.00	\$2,086,793.00	\$1,435,957.79	\$633,685.35	\$17,149.86	0.82% Vacancy
6	21.000.0000.00.115 DEPARTMENT HEADS	\$40,500.00		\$40,500.00	\$24,923.52	\$15,576.48	\$0.00	0.00%
7	21.000.0000.00.119 SUPPORT SERVICES	\$572,079.00	-\$65,000.00	\$507,079.00	\$319,966.34	\$160,528.65	\$26,584.01	5.24%
8	21.000.0000.00.120 TEMPORARY SALARIES	\$790,492.00		\$790,492.00	\$406,407.53	\$145,689.33	\$238,395.14	30.16%
9	21.000.0000.00.130 OVERTIME	\$34,000.00		\$34,000.00	\$35,989.36		-\$1,989.36	-5.85%
10								
11	21.000.0000.00.211 HEALTH INSURANCE	\$7,046,745.00		\$7,046,745.00	\$5,047,451.38	\$1,858,649.69	\$140,643.93	2.00%
12	21.000.0000.00.212 DENTAL INSURANCE	\$224,240.00		\$224,240.00	\$186,341.29	\$38,811.71	-\$913.00	-0.41%
13	21.000.0000.00.213 LIFE INSURANCE	\$51,691.00		\$51,691.00	\$32,746.00	\$18,945.00	\$0.00	0.00%
14	21.000.0000.00.214 LONG TERM DISABILITY	\$39,195.00		\$39,195.00	\$26,893.13	\$12,302.00	-\$0.13	0.00%
15	21.000.0000.00.220 FICA	\$1,580,134.00		\$1,580,134.00	\$959,251.00	\$535,998.87	\$84,884.13	5.37%
16	21.000.0000.00.231 NON - TEACH RETIRE	\$569,484.00		\$569,484.00	\$379,905.88	\$189,253.69	\$324.43	0.06%
17	21.000.0000.00.232 TEACHER RETIRE	\$2,174,764.00		\$2,174,764.00	\$1,255,145.79	\$745,869.86	\$173,748.35	7.99%
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	\$4,900.00	\$15,182.00	41.15%
20								
21	21.000.0000.00.320 PRESENTERS	\$17,600.00		\$17,600.00	\$10,582.00	\$1,359.00	\$5,659.00	32.15%
22	21.000.0000.00.322 STAFF SERVICES	\$145,000.00		\$145,000.00	\$128,148.98	\$16,851.00	\$0.02	0.00%
23	21.000.0000.00.323 PUPIL SERVICES	\$79,610.00		\$79,610.00	\$49,955.40	\$29,874.30	-\$219.70	-0.28%
24	21.000.0000.00.330 PURCHASED/PROF	\$863,597.00	\$65,000.00	\$928,597.00	\$700,337.82	\$241,893.28	-\$13,634.10	-1.47% LOA
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	\$108,092.45	\$42,958.35	\$9,949.20	6.18%
27								
28	000.0000.00.411 WATER/SEWER	\$57,000.00		\$57,000.00	\$29,179.94	\$27,890.84	-\$70.78	-0.12%
29	000.0000.00.421 DISPOSAL	\$54,000.00		\$54,000.00	\$25,036.95	\$11,938.50	\$17,024.55	31.53%



# 2013-2014 Expense Report

11-Mar-14

Line #	Account Number Description	2013-2013 Budget	2013-2014 Transfers	2013-2014 Adjusted Budget	2013-2014 Expense	2013-2014 Encumbered	Balance	Account Notes
30	21.000.0000.00.422 SNOW PLOWING	\$100,600.00		\$100,600.00	\$113,498.25	\$1,408.00	-\$14,307.25	-14.22%
31	21.000.0000.00.430 REPAIR/MAINT	\$492,173.00	\$484,800.00	\$976,973.00	\$853,573.57	\$124,106.56	-\$707.13	-0.07%
32	21.000.0000.00.431 STRUCTURAL REPAIRS	\$120,800.00	-\$ 5,800.00	\$115,000.00	\$82,535.22	\$33,132.06	-\$667.28	-0.58%
33	21.000.0000.00.432 ELECTRICAL REPAIRS	\$ 73,600.00	\$ 5,000.00	\$78,600.00	\$78,194.73		\$405.27	0.52%
34	21.000.0000.00.433 MECHANICAL REPAIRS	\$116,500.00	-\$ 10,000.00	\$106,500.00	\$57,357.90		\$49,142.10	46.14%
35	21.000.0000.00.434 HVAC REPAIRS	\$179,100.00	\$ 5,000.00	\$184,100.00	\$164,790.62	\$21,853.02	-\$2,543.64	-1.38%
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	\$119,854.79	\$42,167.10	\$44,270.11	21.46%
41	21.000.0000.00.519 PUPIL TRANSPORTATION	\$1,915,490.00		\$1,915,490.00	\$1,232,437.82	\$811,324.57	-\$128,272.39	-6.70%
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	\$93,724.25	\$43,244.50	\$12,031.25	8.07%
45	21.000.0000.00.534 POSTAGE	\$ 29,600.00		\$29,600.00	\$19,336.29	\$2,536.50	\$7,727.21	26.11%
46	21.000.0000.00.540 ADVERTISING	\$ 16,000.00		\$16,000.00	\$14,853.65		\$1,146.35	7.16%
47	21.000.0000.00.550 PRINTING	\$ 27,400.00		\$27,400.00	\$6,239.50	\$2,066.47	\$19,094.03	69.69%
48	21.000.0000.00.561 TUITION	\$1,750,935.00	-\$ 17,500.00	\$1,733,435.00	\$1,006,253.09	\$609,553.18	\$117,628.73	6.79%
49	21.000.0000.00.580 MILEAGE	\$112,050.00		\$112,050.00	\$44,130.76	\$10,773.63	\$57,145.61	51.00%
50	21.000.0000.00.590 MISC PURCH SERV	\$10,500.00		\$10,500.00	\$4,865.84		\$5,634.16	53.66%
51								
52	21.000.0000.00.622 ELECTRICITY	\$449,500.00		\$449,500.00	\$280,443.91	\$169,233.74	-\$177.65	-0.04%
53	21.000.0000.00.623 BOTTLED GAS	\$13,700.00		\$13,700.00	\$8,023.07	\$112.56	\$5,564.37	40.62%
54	21.000.0000.00.624 FUEL OIL	\$470,530.00		\$470,530.00	\$334,408.16	\$136,000.00	\$121.84	0.03%
55	21.000.0000.00.656 DIESEL / GASOLINE	\$414,000.00		\$414,000.00	\$220,935.69	\$193,064.00	\$0.31	0.00%
56								
57	21.000.0000.00.610 SUPPLIES	\$907,269.00	\$ 65,000.00	\$972,269.00	\$532,225.92	\$134,612.85	\$305,430.23	31.41%
58	21.000.0000.00.640 BOOKS	\$104,776.00		\$104,776.00	\$52,869.30	\$25,460.57	\$26,446.13	25.24%

2013-2014 Expense Report

11-Mar-14

Line #	Account Number Description	2013-2013		2013-2014		2013-2014		2013-2014		Balance	Account Notes
		Budget	Transfers	Adjusted Budget	Expense	Encumbered					
59	21.000.0000.00.641 PERIODICALS	\$25,511.00		\$25,511.00	\$19,692.30	\$2,449.05	\$3,369.65			\$3,369.65	13.21%
60	21.000.0000.00.649 OTHER INFO SOURCES	\$ 9,648.00		\$9,648.00	\$1,578.28	\$980.38	\$7,089.34			\$7,089.34	73.48%
61	21.000.0000.00.650 SOFTWARE SUPPORT	\$206,852.00		\$206,852.00	\$178,507.88	\$8,765.88	\$19,578.24			\$19,578.24	9.48%
62	21.000.0000.00.733 NEW FURNITURE	\$ 6,469.00		\$6,469.00	\$5,477.27	\$818.05	\$173.68			\$173.68	2.68%
63	21.000.0000.00.734 OTHER EQUIPMENT	\$88,892.00	\$11,000.00	\$99,892.00	\$93,468.54	\$6,714.51	-\$291.05			-\$291.05	-0.29%
64	21.000.0000.00.737 REPL FURNITURE	\$34,940.00	\$ 2,300.00	\$37,240.00	\$16,094.39	\$6,871.94	\$14,273.67			\$14,273.67	38.33%
65	21.000.0000.00.738 REPL EQUIPMENT	\$90,775.00	\$ 9,200.00	\$99,975.00	\$94,848.83	\$5,891.87	-\$765.70			-\$765.70	-0.77%
66	21.000.0000.00.739 NEW EQUIPMENT	\$220,944.00	-\$ 5,000.00	\$215,944.00	\$194,777.30	\$17,329.89	\$3,836.81			\$3,836.81	1.78%
67											
68	21.000.0000.00.810 DUES & FEES	\$140,448.00		\$140,448.00	\$105,509.50	\$18,075.18	\$16,863.32			\$16,863.32	12.01%
69	21.000.0000.00.830 DEBT SERVICE INTEREST	\$143,953.00		\$143,953.00	\$143,953.13		-\$0.13			-\$0.13	0.00%
70	21.000.0000.00.890 MISCELLANEOUS	\$ 46,840.00		\$46,840.00	\$15,846.07	\$11,920.38	\$19,073.55			\$19,073.55	40.72%
71	21.000.0000.00.910 DEBT SERVICE PRINCIPAL	\$360,000.00		\$360,000.00	\$360,000.00		\$0.00			\$0.00	0.00%
72	21.000.0000.00.930 TRANS TO FS HEALTH	\$ 275,000.00		\$275,000.00	\$156,961.46	\$79,749.67	\$38,288.87			\$38,288.87	13.92%
73	21.000.0000.00.930 TRANS TO FS DENTAL	\$8,900.00		\$8,900.00	\$5,843.56	\$2,942.60	\$113.84			\$113.84	1.28%
74	TOTAL	\$43,426,766.00	\$479,000.00	\$43,905,766.00	\$28,768,996.14	\$13,545,665.15	\$1,591,104.71			\$1,591,104.71	
75	PY ENCUMBRANCES	\$566,905.00	-\$479,000.00	\$87,905.00		\$0.00	\$87,905.00			\$87,905.00	
76	Total	\$43,993,671.00	\$ 0.00	\$43,993,671.00	\$28,768,996.14	\$13,545,665.15	\$ 1,679,009.71			\$ 1,679,009.71	3.82%

Unanticipated Changes to 2013-2014 Budget - EXPENSE SIDE

11-Mar-14

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	
Mar-14	Tec Dir	5		\$17,000		
	Snow Plowing	30	\$14,000			
Total			\$730,059	\$616,331		(\$113,728)

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		
Total			\$10,087,264	\$10,089,919	\$0	
				\$2,655		

2013-2014 Grant Summary Report

PROJ #	PROJ NAME	Purpose	C	End Date	Approved Fundina	Year To Date Expense	Encumbrance	Balance 2/28/14
34812	Title IIA Keys to Literacy, ASCD Conference, Common Core, PLC, Para training	Professional Development		06/14	\$181,827.43	98,721.61	22,240.00	60,865.82
42624	IDEA Various Special Ed positions throughout the District, including PES preschool and middle school ESP program			08/14	\$479,362.71	\$251,206.31	\$180,487.08	\$47,669.32
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	\$225,993.47	\$184,335.39	\$104,469.03
45014	Perkins Equipment and professional development or ATC programs	ATC Programs		08/14	\$76,554.64	\$67,214.87	\$2,060.70	\$7,279.07
47323	Adult Es	Adult Diploma Program.		06/14	\$11,220.00	\$5,006.97	\$6,206.97	\$6.06
<b>Total</b>					<b>\$1,263,762.67</b>	<b>\$648,143.23</b>	<b>\$395,330.14</b>	<b>\$220,289.30</b>