

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, November 17, 2015**

**SAU #1**

**Board Room**

**Public Hearing**

**7:00 p.m.**

Use of Audio and Video Recordings

*In accordance with RSA 189:68, a public hearing will be held by the Contoocook Valley School Board for the purpose of Use of Audio and Video Recordings*

**School Board Meeting**

**Immediately following Public Hearing**

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
  - a. November 3, 2015 (pg. 1-4)**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
  - a. Personnel**
    - 1) Job Description – Systems Administrator (2<sup>nd</sup> Read/Adoption) (pg. 5-10)
    - 2) Job Description – District Electrician (1<sup>st</sup> Read) (pg. 11-12)
    - 3) 2015-2016 Stipend Positions (pg. 13-14)
- 6. Superintendent's Report and Presentation of Business**
  - a. Monthly Events Calendar (pg. 15-16)**
  - b. Accept Gift/Donation (Board Vote Required) (pg. 17)**
    - 1) CVHS Life Skills Program requests authorization to accept a gift/donation of \$2,000 from Deborah S. Woodward to be used to develop the independent living program to include purchasing items and ingredients for their kitchen (e.g. mixer, utensils, and supplies) as well as learning materials and used for field trips.
- 7. Assistant Superintendent's Report**
  - a. Smarter Balance Assessment Consortium (SBAC) Results**
- 8. Reports**
  - a. Student Representative – River Marmorstein**
  - b. Teacher Representative – Patrick Cogan**
  - c. Budget & Property Committee – Myron Steere**
  - d. Strategic Plan Presentation – Marian Alese/Pierce Rigrod**
- 9. Old Business**
  - a. Budget Update – Marian Alese**
  - b. 2<sup>nd</sup> Read/Adoption Policy (School Board Vote Required)**
    - IGA: Curriculum Development (pg. 18)
    - IJ: Instructional Materials Adoption (pg. 19)
    - JCA: Change of School or Assignment (pg. 20-21)
    - JFAB: Admission and Tuition of Non-Resident Students (pg. 22-24)
- 10. New Business**
  - a. 1<sup>st</sup> Read Policy**
    - ILBA: Assessment of Educational Programs (pg. 25-26)
  - b. Expenditure Report (Board Vote Required) - Marian Alese**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A: 3, II (If Required)**
  - a. Negotiations**
  - b. Personnel**

*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**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, November 3, 2015**

**School Board Meeting**

**SAU #1**

**Board Room**

**7:00 p.m.**

**BOARD**

Gary Backstrom, Rich Cahoon,  
Richard Dunning, Butch Estey,  
Janine Lesser, David Martz,  
Stephan Morrissey, Linda Quintanilha,  
Pierce Rigrod, Myron Steere,  
Fiona Tibbetts, Jerome Wilson

River Marmorstein, Student Rep.

**ADMINISTRATION**

Dr. Brendan Minnihan, Supt.  
Kimberly Saunders, Asst. Supt.  
Marian Alese, B.A.  
Tim Markley, H.R.  
Dr. Rick Matte, Student Services  
Dr. Ann Allwarden, AES/Pierce School  
Amy Janoch, HES  
Nicole Pease, DCS  
Brian Pickering, CVHS  
Anne O'Bryant, SMS  
Nicky Fraley, FES  
Ben Loi, PES  
Colleen Roy, GES  
Jim Elder, GBS

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

Butch Estey called the meeting to order at 7:04 p.m. The Pledge of Allegiance was recited.

**2. Acceptance of School Board Meeting Minutes (Board Vote Required)**

**a. October 20, 2015**

Linda Quintanilha moved to accept the minutes of October 20, 2015. Stephan Morrissey second. Gary Backstrom and Pierce Rigrod abstained. All else in favor. Motion carried.

**3. Chairman's Recognition Award**

None.

**4. Points of Pride**

Dr. Minnihan shared various points of pride from throughout the district.

**5. Public Comment**

None.

**6. Consent Agenda**

**a. Personnel**

**1) Resignation**

Myron Steere moved to accept the resignation of Kallie Provencher for June 2016. Stephan Morrissey second. Unanimous.

**2) 2015-2016 Stipend Positions**

Tim Markley referenced stipend positions as informational for the board.

**3) Job Description – Systems Administrator (1st Read)**

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Tim Markley referenced this job description as a first read. Please send comments to Tim Markley.

**b. Enrollment Report – November 1, 2015**

Tim Markley reported very slight changes from October 1<sup>st</sup> enrollment to November 1<sup>st</sup>.

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

**a. Monthly Events Calendar**

Budget & Property Committee will meet on Tues., November 10<sup>th</sup> at 6:30 p.m. at the SAU.

Public Hearing on Video Surveillance was scheduled for Tues., November 17<sup>th</sup> at 7:00 p.m. at the SAU.

The second Strategic Plan Forum scheduled on December 10<sup>th</sup> will take place at SMS.

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

- 1) CVHS/GBS requests authorization to accept a gift/donation of a Parlor Grand piano valued at \$8,000 from the The David Barlow family.

**Myron Steere moved to accept the gift as stated. Dick Dunning second with extreme gratitude. Unanimous.**

**c. Field Trip Request (Board Vote Required)**

- 1) ConVal High School – students will fly to Costa Rica to tour, visit a school, a family farm, kayak, hike and other recreational activities to immerse themselves in the culture and history.

**Linda Quintanilha moved to approve the field trip request. Stephan Morrissey second. Unanimous.**

**8. Assistant Superintendent's Report**

**a. Smarter Balance Assessment Consortium (SBAC) Overview**

Kimberly Saunders presented on Smarter Balance Assessment Consortium. The goal is to measure students toward becoming college and career ready. Ms. Saunders reviewed "claims" and "targets".

Cut scores are based on the pilot the year before last; ConVal did not participate in the pilot. Cut scores, unlike the SAT, are grade specific. Claims are measured by "below", "at or near" or "above" standard. Targets are based on the percent of questions students attempted and got correct. Scores are reported to parents on an individual score sheet.

How do you score a student who uses a communication device on "speaking". Ms. Saunders said that accommodations are made for that student such as a writing opportunity.

Can you opt out of SBAC testing? There is not an official way for a student to opt out. When asked by a parent, a name from the State was provided. No disciplinary measure for not participating.

We now do SBAC and MAPS? Yes.

Is this going to give us the right data for our district? This provides data about how our students do with CCSS.

It does not give same data in terms of where students presently perform, what they do not know, and their reach. This is a standards driven test.

AIMSWEB benchmarks students three times a year for reading K-4. Progress is monitored regularly.

Kimberly Saunders will bring results to the board as a district picture.

Linda Quintanilha requested that this be placed on the next agenda.

**9. Reports**

**a. Student Representative – River Marmorstein**

River Marmorstein reported that Q2 just started. Students are starting to get more involved in their communities. They met with SAC last week and were offered opportunities in the towns to participate.

**a. Teacher Representative – Patrick Cogan**

None.

**b. Education Committee – Crista Salamy**

Kimberly Saunders reported that the Ed Committee looked at athletic pieces for the budget; a recommendation will be coming forward. In addition, class size recommendations are being reviewed in terms of the impact on instruction.

**c. Selectmen's Advisory Committee**

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John Jordan reported that a Strategic Plan presentation was shared. Students came to express interest in opportunities in the individual towns for them to serve. A budget update was shared. Peterborough's broadband study was discussed.

**d. Budget & Property Committee – Myron Steere**

Myron Steere reported that Cougar Youth Sports is looking for an agreement. David Martz was suggested to work with them on developing an agreement. Confirmed.

Hutter Construction has been working on a restoration project at the high school.

**Myron Steere moved to negotiate with Hutter for construction management services. Dick Dunning second.**

Marian Alese said that if work continued with Hutter with only a verbal agreement and a bid was developed, Hutter would not be able to bid because of inside knowledge. Hutter would eventually bid out all phases of the project in the event a bond goes forward. Financial obligation is not being asked. Marian said that we asked Hutter to draw up preliminary plans. There was a request of them to produce a more detailed document. If we continue to work with them and we decide to bid out the project, they would not be able to participate. We ask that they continue assuming that they would bid out the project.

Rich Cahoon said that at some point they will be paid for management services which will be above \$15K, which is the policy limit for bidding out. Rich asked if waiver of the policy is being asked. Marian Alese confirmed. Permission to negotiate is being asked. We are not looking to enter into a construction management project. At some point we may have to waive the policy on the bidding requirements. The other option is to start from scratch.

In favor: All except Rich Cahoon

Opposed: Rich Cahoon.

Motion carried.

**e. Strategic Plan Committee – Pierce Rigrod**

Pierce Rigrod referenced a Strategic Plan summary sheet. A digital copy has been shared of the plan. A presentation will be brought to the board on December 1<sup>st</sup> with a vote on the 15<sup>th</sup>.

Fiscal impact will be summarized in the report. Two forums on December 8<sup>th</sup> and 10<sup>th</sup> at 6:30 and GBS and SMS respectively are scheduled.

Pierce Rigrod asked about the use of Blackboard Connect for sharing these meeting dates. It is a good way to get people to be aware of the plan.

**Stephan Morrissey moved to use Blackboard Connect to advertise these public forum dates. Linda Quintanilha second. Unanimous.**

**10. Old Business**

**a. Soft Borders Discussion**

Butch Estey shared discussion in past years about soft borders i.e. allowing families to attend schools that are closer rather than the one in their town. Mr. Estey noted enrollment figures today, and the size of some of the schools with 8, 9, or 10 students in a class. When classes were combined, it was from a financial saving perspective.

Kimberly Saunders said that multi-grade was in place prior to her employment. Educational benefits were requested.

Marian Alese said that we had multi-age/multi-grade in schools for educational reasons. Then we had a period where it was in place for financial reasons. There was an effort spent to train staff for multi-age so that parents could be comfortable with it. Over the years, there has been lack of philosophy because the multi-age/grade in a specific school has shifted.

Butch Estey said that the board can't sit here and think we are doing our jobs without making hard choices. It is something the board needs to think about. Right now, it is difficult to keep some of the schools open financially.

Rich Cahoon said that we have defined "soft borders" as the closest school in town boundary. Butch said that it can be multiple ways.

Butch Estey asked the board to start thinking about this to get the dialogue going.

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Stephan Morrissey said that there has to be an educational advantage for parents to buy in. It must be well documented.

Butch Estey said that we need to think about school closure.

Linda Quintanilha said that she completely supports Butch in this effort. Soft borders will help the district meet FAPE. Students with specific needs does not allow them FAPE.

Next steps will included the Education Committee investigating and reporting back. Budget & Property will look at this as well.

Linda Quintanilha spoke about the current practice where parents can petition a school for their child to attend another for reasons of daycare or other. Very rarely are they refused.

Pierce Rigrod said that the Strategic Plan addresses some of this. He suggested another group, aside from Education, form to look at this more regularly.

## **11. New Business**

### **a. 1<sup>st</sup> Read Policies**

- IGA: Curriculum Development
- IJ: Instructional Materials Adoption
- JCA: Change of School or Assignment
- JFAB: Admission and Tuition of Non-Resident Students

Rich Cahoon referenced the above policies as first reads. Send comments to Policy Committee members, Carol Arnold, and Kimberly Saunders.

## **12. Approval of Manifests (Board Vote Required)**

Marian Alese certified that manifests listed totaling \$449,460.75 and Payroll totaling \$1,784,651.18 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.

**Myron Steere moved to accept the manifests as read. Stephan Morrissey second. Unanimous.**

Stephan Morrissey asked about pre-purchase possibilities for heating oil. Marian Alese reported that prepurchase for oil will not be possible until May for the following school year.

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

### **a. Negotiations**

### **b. Personnel**

**Myron Steere moved to enter non-public session in accordance with RSA 91-A:3,II for matters of negotiation at 8:07 p.m. Unanimous on a roll call vote.**

**Myron Steere moved to exit non-public session at 8:23 p.m. Second. Unanimous.**

David Martz motioned to accept contracts for Dr. Rick Matte and Tim Markley. Richard Dunning second. Unanimous.

**Myron Steere motioned to seal the minutes of non-public session for five years. Stephan Morrissey second. Unanimous.**

**Myron Steere moved to enter non-public session according to RSA 91-A:3 at 8:24 p.m. for student matters. Unanimous on roll call vote.**

**Myron Steere moved to exit non-public session at 8:30 p.m. Second. Unanimous.**

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

**Motion to adjourn at 8:30 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

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**DRAFT**

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**POSITION TITLE:** Systems Administrator

**SUPERVISOR:** District Director of Technology Superintendent

**QUALIFICATIONS:**

- Bachelor's Degree in a technical discipline such as Computer Science, Information Services, or related field, from an accredited college
- 3-5 years experienceyears' experience in a large local area network environment designing and analyzing network systems
- Knowledge of hardware and software installation, testing, and operation; knowledge of application of computer software for automating highly diverse agency/organization activities
- Knowledge of capability and capacity of various software products/communication utilities
- Knowledge of the principles of data communications and telecommunications
- Knowledge of micro/mini/mainframe computer operating systems
- Knowledge of local area network concepts and fundamentals
- Knowledge of teleprocessing and telecommunications architecture
- Demonstrated evidence of excellent written and oral communication skills
- Excellent interpersonal skills, including group facilitation and presentation skills
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable

**SUMMARY:**

The Systems Administrator is responsible for adjusting, monitoring, troubleshooting and overall efficient operation of the network and telecommunications systems. To establish and perform highly complex LAN/WAN (Local Area Network and Wide Area Network) projects involving the design, analysis, maintenance upgrades, and implementation of LAN/WAN equipment and networks and perform system administration of microcomputers and telecommunications. To analyze, determine, recommend, and implement the District's current and future technology capabilities.

## **DUTIES AND RESPONSIBILITIES:**

### **I. Educational Technology – Vision & Direction**

Provide leadership and inspiration in the area of educational technology, working closely with the Superintendent, Assistant Superintendent, building administrators, and technology integration specialists to create and support 21<sup>st</sup> century learning opportunities throughout the district.

- Serve as the district's expert/adviser on technology issues, keeping abreast of new developments and trends in educational technology, and maintain professional memberships.
- Provide plans and implementation guidelines for the integration of technology into administrative, support staff, instructional programs and Professional Development of staff.
- Provide leadership and support to the District Technology Committee.
- Update, report progress annually, and implement a comprehensive strategic District Technology Plan in conjunction with the ConVal Technology Committee, including approval by the NH Office of Educational Technology.
- Ensure the development of replacement, recycle and upgrade schedules for hardware and software to meet the needs of students, staff, curriculum, administration and community in accordance with the District Technology Plan.
- Establish procedures for use and expansion of hardware, software, and the network (including Internet) to support the District's goals.
- Provide professional development activities to meet technology integration needs.
- Identify and provide professional development activities and training for the staff, teachers, and administrators.
- Develop, support, and implement with the building principals a yearly district-wide budget proposal for educational technology.
- Lead the development and implementation of and maintain a district web site and coordinate the development of school web sites and web applications.
- Seek collaborative ventures with other school districts, with businesses, and with state or regional agencies that will enhance the functions of instruction and administration.

### **II. Supervision of District Technology Network & Infrastructure Planning and directing the work of the district technology support staff.**

- The management of all computer and telecommunication related resources of the School District; maintain proficiency with the networks and operating systems used within the District.
- Ensure the availability, continuity, reliability and security of data and information technology services.
- Ensure that the District's computer systems and communications infrastructure are operational and meet each school's and department's needs.
- Work closely with technical staff in selecting hardware & software upgrades, and in developing long- term technology infrastructure upgrade plans.

- Design, implement, support, maintain, and document the configuration and inventory of all technology resources, such as computers, peripherals, networking equipment, telecommunications equipment, cable TV equipment, and video production equipment.
- Manage and oversee the provision of telecommunications contracts with vendors.

### III. Personnel Management

- Develop in conjunction with building level administrators, and monitor compliance with, technology-related policies and procedures, in accordance with state and federal guidelines.
- Supervise, support and evaluate the building level technology positions in conjunction with the building level administration.
- Ability to work in a team setting and approach technology support needs holistically with respect to educational improvement.

### IV. Technology Responsibilities

- Assist in the development and maintenance of network communications.
- To install, maintain and update computer network systems at the school level in multiple sites in an accurate and timely fashion to maintain an optimal learning environment.
- Uses knowledge of LAN/WAN systems to help design and install internal and external networks.
- Tests and evaluates network systems to eliminate problems and make improvements.
- Is expected to interact with the user community as to achieve district-approved goals.
- Is expected to work with minimal supervision, have in-depth knowledge of computer networking practices, and handle all aspects of network system design and connectivity problems unassisted.
- Is expected to support and train district and school based technology staff.
- Maintain telephones and manage voice mail systems throughout the district.
- For LAN/WAN communications equipment, multimedia equipment, telecommunications, and computer hardware/software will maintain, administer, evaluate bids, perform root cause analysis and problem resolution.
- Secure network and data by defining and monitoring access, and implementing appropriate security measures.
- Communicate status of network operations and responds to service disruptions.
- Proficient with the use and application of diagnostic and management software in order to maintain the proper use and maintenance of equipment.
- Research and keep current with technologies in computer networks, hardware, software, multimedia, and telecommunications, as it relates to latest hardware innovations, software releases, educational technology trends, and provide recommendations regarding future purchases and/or upgrades.

- Perform the in-depth investigation required when security, access, and/or information policies have been violated. (This will require examination of sensitive material related to content and individuals).
- Hands on experience and in-depth knowledge of routing and switching technologies and capabilities
- Generate purchase requisitions for parts and/or equipment. Coordinate with a variety of vendors.
- Install and maintain disk operating systems and software applications in personal computers.
- Layout and install local area network (LAN) network cables.
- Installation and repair of network printers and related network peripherals.
- Provide presentations or training to schools or departments when necessary
- Coordinate school district telephone line, and data circuit installations with local carriers, cellular telephone services and telecommunications equipment installations with contracted vendors.
- Assist in the preparation of bid specifications for voice wiring of new telecommunications systems for schools being retrofitted, renovated or newly constructed.
- Survey district sites and use blueprints to determine telephone needs, data circuit locations and network design for new constructions, renovations, portables, demarc locations and for preparing bid specifications.
- Troubleshooting telephone equipment or line problems and arrange for support maintenance.
- Implement, maintain, and troubleshoot local area computer networks, workstations, hardware, software, security, telecommunications, multimedia, and P.O.S. (Point of Sale) Food Service equipment.
- Evaluate system integration, performance and functionality.
- Supervise and coordinate network use, configuration, expansion, and maintenance with appropriate staff, consultants.
- Act as liaison between school and district personnel regarding information technology and automation.
- Install, configure and maintain district web and mail servers, SAU finance servers, file and print servers, all routers and vpn tunnels, remote purchase orders, and SAU staff to remote in.
- Oversee the installation, configuration and maintenance of all district elementary and SAU wireless access points.
- Oversee the installation, configuration and maintenance of all district and elementary school servers, student information system, and library automation at all schools.
- Train elementary school tech coordinators when appropriate.
- Perform other job related tasks and assume other job related responsibilities as may be assigned by the Superintendent or designee. District Director of Technology

## ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- 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.
- Seldom 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.
- Frequently reaching, extending hand(s) and arm(s) in any direction.
- Frequently standing, particularly for sustained periods of time.
- Frequently walking, moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally 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 feeling, perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
- Constantly talking, expressing, or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly hearing and 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.

First Read: 3/2/10

Approved: 3/30/10

Revised ~~11/3/15~~

- 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:** *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 Director or 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.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

November 17, 2015  
Personnel Agenda

2015-16 Stipend Positions:

Attached

## ATHLETICS

<b><u>CVHS</u></b>		
Scott Tracy	Boys Assistant Ice Hockey Coach	\$2,656.00
<b><u>GBS</u></b>		
Pete Ketchum	Flag Football Coach	\$996.00
Pete Ketchum	Floor Hockey Coach	\$647.00
Phil Germain	Varsity Wrestling Coach	\$1,660.00

## SUPPLEMENTAL

<b><u>CVHS</u></b>		
Greg O'Brien	ADP US History 2nd Semester	\$1,800.00
<b><u>SMS</u></b>		
Eileen Couture	Yearbook	\$619.18
Sarah Russell	Yearbook	\$619.18

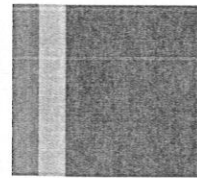
# November 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Strategic Plan Committee @ 6:30 pm @ SAU	3 Policy Committee Mtg. @ 6:00 pm @ SAU  School Board Mtg. @ SAU @ 7:00 pm	4	5	6	7 School Board/Budget Work Session @ SAU - 8:30 – 2:00
8	9	10	11 District Closed	12	13	14
15	16	17 Policy Committee Mtg. @ 6:00 pm @ SAU Public Hearing – 7:00 p.m. School Board Mtg. @ SAU @ Immediately following Public Hearing	18 Education Committee Mtg. @ 5:00 pm @ SAU	19	20	21
22	23	24	25 District Closed	26 District Closed	27 District Closed	28
29	30					

# December 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b> Policy Committee Mtg. @ 6:00 pm @ SAU  School Board Mtg. @ SAU @ 7:00 pm	<b>2</b>	<b>3</b> Selectmen's Advisory Committee Mtg. @ 7:00 p.m. @ SAU	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b> Strategic Plan Public Forum @ GBS @ 6:30 p.m.	<b>9</b>	<b>10</b> Strategic Plan Public Forum @ SMS @ 6:30 p.m.	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b> Policy Committee Mtg. @ 6:00 pm @ GBS  School Board Mtg. @ GBS @ 7:00 pm	<b>16</b> Education Committee Mtg. @ 5:00 pm @ SAU	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b> District Closed	<b>25</b> District Closed	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> District Closed		

Deborah S. Woodward



November 2, 2015

ConVal School District  
Peterborough, NH 03458

Dear ConVal School District,

I would like to donate \$2000.00 to the Intensive Resource Room Program (Life Skills – Mary Maughan and Julie Murphy, teachers) at ConVal High School. This donation would be used to develop their independent living program to include purchasing items and ingredients for their kitchen (e.g. mixer, utensils, and supplies), purchase learning materials, and field trips.

Please feel free to contact me if you require further information. My e-mail address is [deborah.woodward@kraftheinzcompany.com](mailto:deborah.woodward@kraftheinzcompany.com).

Warm regards,

Deborah S. Woodward



## IGA – CURRICULUM DEVELOPMENT

The School Board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Assistant Superintendent is responsible for curriculum and assessment development for the school system. The Assistant Superintendent will establish curriculum committees for the study of curriculum and assessment improvements, including the selection of new assessment instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum and assessment renewal and adoptions, based on the approved curriculum renewal cycle and assessment framework. The Assistant Superintendent will submit to the Board recommendations developed in conjunction with curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

### **Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents*

*NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of School Boards*

**Category: R**

1<sup>st</sup> Read: November 3, 2015

2<sup>nd</sup> Read: November 17, 2015

Adopted:

## IJ – INSTRUCTIONAL MATERIALS ADOPTION

The School Board is responsible for approving and providing all instructional materials used in the District. Since the Board is a policy-making body, it delegates to the Superintendent or his/her designee the authority for the selection of instructional materials in accordance with the policy below, but reserves its right to review these materials.

Administrators and teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. All core instructional materials will be selected through the process outlined in IJ-R and IGD-R. Instructional materials will be selected on the ability to:

- Enrich and support the curriculum, taking into consideration the varied interests, abilities, reading levels and maturity levels of the students served;
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- Enable students to solve problems, to think creatively and to make intelligent decisions in their daily lives;
- Present various perspectives so that young citizens may develop analytical reading and critical thinking skills.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed at intervals not exceeding five (5) years. Instructional materials must be sequential, and compatible with previous and future offerings,

### ***Legal References:***

*Ed 306.08, Instructional Resources*

*Ed 306.14(b)(4), Instructional Materials and Resources (until July 1, 2015)*

*Ed 306.141(a)(4), Instructional Materials and Resources (after July 1, 2015)*

### ***Category: Recommended***

*See also IJ-R & IGD-R*

1<sup>st</sup> Read: November 3, 2015

2<sup>nd</sup> Read: November 17, 2015

Adopted:

## **JCA - CHANGE OF SCHOOL OR ASSIGNMENT**

In circumstances where the best interests of a student warrant a change of school assignment, the Superintendent or his/her designee is authorized to reassign a student from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a student from a school.

Procedures for Reassignment of Students within the District:

1. The parent or legal guardian will submit a written request for student enrollment transfer to the home and receiving building principal. The written request will include a summary of the unique circumstances leading to the request for transfer. All requests will be reviewed on a case-by-case basis at the discretion of the Superintendent; priority in decision making given to the child, the school, and the district.
2. Once the request is received by the building principals, the home principal will schedule a meeting with the parent/guardian. This meeting shall occur within five days of receipt of the written request. All requests will be shared with the Director of Student Services.
3. If the home principal supports the transfer request, he/she will communicate the decision to the receiving building principal. Both administrators must support the request for the transfer to move forward. Once approved by both administrators, each will generate a joint, written notification to the Superintendents that outlines the agreement.

The Superintendent, within 10 school days of receipt of the agreement summary, shall review the submitted summary and approve or disapprove the agreement. A written placement decision shall be shared with the parent/guardian, as well as the two building principals.

4. If the home or receiving principal does not approve the request, the home principal will send a written denial, documenting the justification, to the parent/guardian within 15 days of receipt of the transfer request.
5. The Superintendent's reassignment decision shall be in writing, and shall be final and binding.
6. Parent/guardian requests must be made each year to the home and receiving principals, no later than June 30th. If the request is not received by June 30th, the student will attend school in the town in which the parent/guardian resides.

### **Conditions and Procedures for Reassignment Outside the District:**

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

## **JCA - CHANGE OF SCHOOL OR ASSIGNMENT – continued**

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The Superintendent's decision on whether to enroll a nonresident student will not be based, in whole or in part, on whether that student is a student with a disability as defined by applicable State or Federal law.

### **Manifest Educational Hardship Change of Assignment**

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC – Manifest Educational Hardship.

#### ***Legal Reference:***

*RSA 193:3, III. (Change of School Assignment)*

*RSA 193:3, I, II, Manifest Educational Hardship*

*RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*

#### ***Category: P***

1<sup>st</sup> Read: November 3, 2015

2<sup>nd</sup> Read: November 17, 2015

Adopted:

# **JFAB - ADMISSION AND TUITION OF NONRESIDENT STUDENTS**

Students who are not residents of the Contoocook Valley School District may attend District schools so long as there is space available, and upon payment of established tuition fees. Except as set forth in paragraph 3, below, admission of nonresident students shall be subject to approval by the School Board upon the recommendation of the Superintendent. The Superintendent shall establish criteria for the admission of nonresident students. Such students shall be assigned to a school by the Superintendent of Schools. An application for admission shall be granted on an annual basis; if the nonresident student wishes to continue to attend District schools, then the parent or legal guardian must reapply prior to the start of each school year.

When a nonresident student is enrolled in the District, the District shall immediately notify the district of residence of the name, date of birth, address, and grade assignment of the student. Such notification shall be made at the beginning of each school year for which the child is enrolled.

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C. The Superintendent's decision on whether to enroll a nonresident student will not be based, in whole or in part, on whether that student is a student with a disability as defined by applicable State or Federal law.

Students who are not residents of the District, who are admitted by the Superintendent, shall be charged tuition, except under the following circumstances:

1. To bring into the school system on occasion, students from other countries who are the guests of district residents under exchange programs that have been recognized for purposes of school attendance by the Superintendent.
2. Seniors whose families move during their senior year may complete the current school year in the District, tuition free. If the student does not graduate at the conclusion of that school year then the student must apply to enroll in the District and if admitted, he/she shall be required to pay tuition. All other students who move during the school year and are admitted by the Superintendent as a nonresident student for the remainder of the school year, shall pay tuition on a pro-rata basis.
3. Children of Contoocook Valley School District employees who are not district residents, will be permitted to attend a school in the Contoocook Valley School District. Such students will attend at a reduced tuition so that the District's share of that student's costs will not exceed two-thirds (2/3rds) of the District's per student costs for the previous school year. The Superintendent's decision regarding admittance is non-grievable.

## **JFAB - ADMISSION AND TUITION OF NONRESIDENT STUDENTS –**

continued

4. Except as set forth above, or unless enrolled through separate agreement with another school system or agency, all nonresident day students shall be charged tuition at a rate set by the

School Board. Tuition shall be billed quarterly in advance to the district of residence or the parent responsible for payment. When a district of residence is responsible for tuition, prior approval must be granted by that district's school board, and the districts may elect to enter into an agreement for payment of tuition.

### **Conditions and Procedures for Students Who Are Reassigned Through Mutual Agreement of Superintendents**

1. The Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a decision concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendents. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
5. If the Superintendents of the districts determine that the best interests of the pupil warrant a reassignment, he/she may seek Board approval of reassignment of the pupil to a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU.
6. The Superintendent will seek School Board approval of any student being reassigned to the ConVal School District.
7. The Superintendent will issue a written decision to the parent/guardian. The Superintendent's decision will be final and binding.
8. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater.

### **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation:**

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

## **JFAB - ADMISSION AND TUITION OF NONRESIDENT STUDENTS –**

continued

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil.

The District acknowledges the provisions of RSA 193:3, which states that the District in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C.

### **Role of the Department of Education**

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

### **Manifest Educational Hardship Change of Assignment**

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC – Manifest Educational Hardship.

### **All Non-Resident Students Admitted to the ConVal School District**

Nonresident students who are admitted to the District shall comply with all District policies, rules, and regulations, including but not limited to the District's code of conduct and its bullying policy.

The provisions of this policy may be modified on a case-by-case basis, as needed, pursuant to separate contracts, agreements, and other binding arrangements.

### **Legal Reference:**

*RSA 186-C:13, Special Education; Liability of Expenses*

*RSA 193:3, Change of School or Assignment*

*RSA 193:12, Legal Residence Required*

### **Category: P**

1<sup>st</sup> Read: November 3, 2015

2<sup>nd</sup> Read: November 17, 2015

Adoption:

# **ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS**

The Superintendent or his/her SAU level designee will develop and manage an assessment framework and program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use and interpretation of assessment instruments, including both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

## **Administration and Use of Assessment Instruments**

The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

## **Assessment Results**

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

## **Interpretation of Assessment Instruments**

The Superintendent or SAU designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent

## **ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS - continued**

or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s)

or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress. The Superintendent will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

### **Evaluation of Assessment Instruments**

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

### **Legal References:**

*RSA 193-C, Statewide Education Improvement and Assessment Program  
NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local Assessment  
NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of Curriculum*

*Category: ~~P~~*

**Category: R**

~~1st Reading: October 28, 2008~~

~~2nd Reading: December 2, 2008~~

~~Adoption: December 2, 2008~~

1<sup>st</sup> Read: November 17, 2015

2<sup>nd</sup> Read:

Adopted: