

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.

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
 - a. October 20, 2015 (pg. 1-4)**
- 3. Chairman's Recognition Award**
- 4. Points of Pride**
- 5. Public Comment**
- 6. Consent Agenda**
 - a. Personnel**
 - 1) Resignation (pg. 5-6)
 - 2) 2015-2016 Stipend Positions
 - 3) Job Description – Systems Administrator (1st Read) (pg. 7-12)
 - b. Enrollment Report – November 1, 2015 (pg. 13-14)**
- 7. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 15-16)**
 - 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.
 - c. Field Trip Request (Board Vote Required) (pg. 17)**
 - 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.
- 8. Assistant Superintendent's Report**
 - a. Smarter Balance Assessment Consortium (SBAC) Overview**
- 9. Reports**
 - a. Student Representative – River Marmorstein**
 - b. Teacher Representative – Patrick Cogan**
 - c. Education Committee – Crista Salamy**
 - d. Selectmen's Advisory Committee**
 - e. Budget & Property Committee – Myron Steere**
 - f. Strategic Plan Committee – Pierce Rigrod**
- 10. Old Business**
 - a. Soft Borders Discussion**
- 11. New Business**
 - a. 1st Read Policies**
 - IGA: Curriculum Development (pg. 18)
 - IJ: Instructional Materials Adoption (pg. 19)
 - JCA: Change of School or Assignment (pg. 20-22)
 - JFAB: Admission and Tuition of Non-Resident Students (pg. 23-25)
- 12. Approval of Manifests (Board Vote Required)**
- 13. Non-Public Session: RSA 91-A: 3, II (If Required)**
 - a. Negotiations**
 - b. Personnel**

Upcoming Meetings: School Board/Budget Work Session – Sat., Nov. 7th @ 8:30 a.m. @ SAU

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, October 20, 2015

School Board Meeting

Great Brook School

Cafeteria

7:00 p.m.

BOARD

Rich Cahoon, Richard Dunning,
Butch Estey, Janine Lesser,
Stephan Morrissey, Linda Quintanilha,
Crista Salamy, Myron Steere,
Fiona Tibbetts, Jerome Wilson

Patrick Cogan, CVEA
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
Jim Elder, GBS
Nicola Fraley, FES
Amy Janoch, HES
Ben Loi, PES
Anne O'Bryant, SMS
Nicole Pease, DCS
Brian Pickering, CVHS
Mark Swasey, CVHS

1. Call to Order and Pledge of Allegiance

Butch Estey called the meeting to order at 7:00 p.m. The Pledge of Allegiance was recited.

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

a. October 6, 2015

Myron Steere moved to accept the minutes of October 6, 2015. Stephan Morrissey second.
Unanimous.

3. Points of Pride

Dr. Minnihan shared the following Points of Pride:

TES

TES held its first Blood Drive of the season. At the TES blood drive, parents and teacher make a pot luck supper for all those who donate. TES holds three blood drives each year as a show of support for one of its students who was born with a bleeding disorder.

TES held its Open House with nearly every parent in attendance. The children showed their parents their classrooms and work stations. The third and fourth graders also showed parents their PowerPoints and electronic portfolios as part of their tour. Parents were introduced to some websites children can access from home for additional reading, math, and spelling practice.

FES

Across the grades at FES, student have been busy with scientific explorations and learning. During our All School Meeting last week third grade students shared their magnetic inventions. During their science time, they have been learning all about magnets and magnetism. The students created a number of helpful and practical contraptions, such as the magnetic money holder, which ensures that you will not lose your money

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and a magnetic fishing pole - used to pick up items that are far away. They were able to speak knowledgeably about the properties of magnets and apply their learning to their designs.

DCS

On Oct. 8, DCS students and staff went on a field trip to Norway Hill in Hancock to pick apples which were used to make apple sauce, apple bread, and apple pizza! A perfect fall day! That evening, was the well-attended DCS Open House. Students showcased their work including desert dioramas, liberty bells, and self-poems. A great day for all!

GES

On Friday, October 16th GES students participated in our first Literacy Day. Teachers collaborated to create engaging, interesting and fun literacy activities like Fall Mad Libs, Literacy Marshmallow Baseball and creating artwork related to the book *House in The Night* by Susan Swanson, which we read together. We also enjoyed a visit from story teller Len Cabral, who mesmerized everyone with his wonderful stories. The day ended with our annual *Reading under the Stars* event, sponsored by our PTO. GES Families enjoyed reading stories together, visiting with our new Library/Media teacher Ms. Boisvert, and trading old books for new favorites. The day was a huge success and a perfect way to end the GES Read-a-thon! Stay tuned for results!

4. Public Comment

None.

5. Consent Agenda

a. Personnel

1) Nominations

Tim Markley referenced the nomination of Sarah Russell, Art Teacher SMS.

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

6. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

Budget & Property Committee will meet on Tues., October 27th at 6:30 p.m. at the SAU Office.

Education Committee will meet on Wed., October 28th at 5:00 p.m. at the SAU Office.

Strategic Plan Committee will meet on Mon., Nov. 2nd at 6:30 p.m. at the SAU Office.

Education Committee will meet on Wed., Nov. 18th at 5:00 p.m. at the SAU Office.

7. Reports

a. Teacher Representative – Patrick Cogan

Patrick Cogan reported that the GBS 5th grade went to the Vermont Institute of National Science.

b. Student Representative – River Marmorstein

River Marmorstein reported that Homecoming activities took place this past weekend and were successful. A "Fill the Void" fundraiser took place on Saturday as well.

c. Strategic Plan Committee – Pierce Rigrod

Public Hearings are scheduled for December 8th at GBS at 6:30 p.m. and on December 10th at the SAU at 6:30 p.m. The committee worked on a fact sheet that will share goals and focus areas associated with the goals. December 15th is the scheduled date of completion for the plan.

d. Budget & Property Committee – Myron Steere

Myron Steere reported that Facilities Use policy was discussed; near resolution.

The Capital Plan; one plan with three sections was discussed.

The new payment process with check approval is implemented. Discussion about the upcoming budget took place, the expense report was reviewed. The new food service van will cost more than expected.

Myron Steere moved to spend up to \$16,000 for a food service van. Second. Unanimous.

8. Old Business

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

ECA: Building and Grounds Security

Rich Cahoon reported that the change reflects the striking of wording related to who will be allowed to open and close a school for use.

Rich Cahoon moved to adopt the policy as read. Second. Unanimous.

b. Hockey Cooperative (School Board Vote Required)

Brian Pickering said that a cooperative for boy's ice hockey with Monadnock was hoped for tonight. After conversation with Monadnock and the NHIAA, this is not being brought forward tonight for a vote.

Mark Swasey said that the idea of a cooperative in the state was intended to save a sport. A boost is needed in both hockey and football. With Monadnock, when looking to form with them, the requirement to form a JV team was noted. If we can field a JV team, the NHIAA feels that there is no reason to co-op. We will have to look at smaller schools. A conversation with Conant is being pursued. Conant is very open to discussing both ice hockey (girls and boys) and football. Mr. Swasey asks permission to enter into conversation with Conant. We want a long-term program. Conant would be a perfect match. They have never had a football program. With regards to ice hockey, it is not too late to merge with them. In order to merge with Conant for ice hockey, it would not affect our numbers. Having four to six players will not affect our costs. Mr. Swasey would like to embrace and welcome Conant players to ConVal with no fees. Myron Steere said that the original thought to form a cooperative was to save money. Now he understands that cooping with Conant will not save a dime. Mr. Swasey confirmed and said that it allows the sport to be sustainable.

Butch Estey asked if additional money would be needed for hockey. Mark said that no additional money would be needed. Current costs for both girl's and boy's hockey is approximately \$64,000. Mr. Swasey said that he is open to all options for ice hockey, Mascenic is also a possibility should a three-way cooperative be sought.

Linda Quintanilha asked if all that try out for ice hockey or football make the team. Mark Swasey confirmed. Linda further asked if we have an influx of players from Conant would our players be cut. Mark Swasey spoke about projections for student enrollment and spoke about the anticipated drops in enrollment.

Dick Dunning asked Mark that beyond Conant coming one year, free to play, would costs be anticipated to participate in two years. Mark said that there would be discussion. A cooperative is for two years. Continuing with a cooperative beyond two years would be up for review.

Brian Pickering said that all of this would be part of the conversation with Conant. Information will be brought back to the board. What is being asked of tonight is permission to sit down with Conant for discussion.

Rich Cahoon asked that we make it a condition that if we do it for boy's ice hockey that we do it for girl's ice hockey. Mark Swasey said that it is dependent on numbers. Currently, they are aware of one girl who is interested in playing with the boys.

Brian Pickering asked the board to let him and Mark sit with Conant and possibly Mascenic and return with information.

Dick Dunning moved to give permission to enter into discussion with Conant on the formation of a cooperative for ice hockey.

Rich Cahoon second.

Dick Dunning and Rich Cahoon withdrew their motion and second.

Dick Dunning moved to give permission to enter into discussion with Conant and possibly Mascenic on the formation of a cooperative for ice hockey.

Rich Cahoon second.

Myron Steere abstained. All else in favor. Motion carried.

c. 2016-2017 Budget Guidance

List provided as informational.

9. New Business

a. Expenditure Report (Board Vote Required) - Marian Alese

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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.

Marian Alese referenced the report included in the agenda packet and reported that this reflects through September 30th. Marian reviewed the report included in the agenda packet.

Linda Quintanilha moved to accept the Expense Report. Myron Steere second. Unanimous.

b. Presentation on Inclusion – Dr. Richard Matte

Dr. Rick Matte shared a PowerPoint presentation on inclusion. This year marks the 25th anniversary for both ADA (American Disabilities Act) for equal opportunities in the workplace and public access as well as IDEA (Individuals with Disabilities Education Act). IDEA guides everything that ConVal does. ConVal is currently in the process of a compliance review to make sure that our kids are getting what they need. Inclusion is defined as the educating of students with disabilities in the general education environment in their local schools with students that are non-disabled. This is one of ConVal's core beliefs. Highlights from scientific studies were shared. The biggest reason we do this is because it is the right thing to do for all students.

ConVal has four integrated preschool programs. Discussion took place about expanding preschool programming. The impact of decisions on outside preschool programs and other factors are considerations. Partnerships with Human Service agencies are strong for ConVal. These relationships make Child Find efforts easier as well to locate and identify students with needs through evaluations. Qualified, certified staff are in place in our preschools. A co-teaching long-term plan is under development.

10. Approval of Manifests (Board Vote Required)

Marian Alese certified that manifests listed totaling \$610,384.08 and Payroll 8 totaling \$833,741.87 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 approve the manifests as read. Stephan Morrissey second. Unanimous.

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

a. Negotiations

b. Personnel

Myron Steere motioned to enter into non-public session in accordance with RSA 91-A:3, II at 7:58 p.m. for matters of personnel. Unanimous on a roll call vote.

Motion to exit non-public session at 8:05 p.m. Second. Unanimous.

Myron Steere moved to accept the Superintendent's decision not to renew his contract when it expires on June 30, 2015. Second. Unanimous.

Myron Steere moved to seal the minutes of non-public session for 5 years. Dick Dunning second. Unanimous.

Motion to enter non-public session at 8:06 p.m. for matters of personnel. Unanimous on roll call vote.

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

Myron Steere moved to seal the minutes of non-public session for 5 years. Dick Dunning second. Unanimous.

Motion to have Kimberly Saunders serve as interim Superintendent starting July 1, 2016. Second. Unanimous.

Linda Quintanilha motioned to adjourn at 8:24 p.m. Second. Unanimous.

Respectfully submitted,

Brenda Marschok

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

November 3, 2015
Personnel Agenda

June 2016 Resignations:

CVHS

Kallie Provencher

School Psychologist

2015-16 Stipend Positions:

Attached

ATHLETICS

CVHS

Jim Aborn	Track Assistant - Winter	\$2,656.00
Jim Aborn	Track Assistant - Spring	\$2,656.00
Ben Bacon	Basketball - Varsity Boys Assistant	\$2,656.00
Scott Baldwin	Basketball - Boys JV	\$3,320.00
Kevin Carne	Lacrosse - Girls JV	\$2,656.00
Lance Flamino	Track - Winter	\$3,320.00
Amanda Hinton	Basketball - Girls Freshman	\$2,656.00
Samantha Holmes	Basketball - Varsity Girls Assistant	\$2,656.00
Hiyam Makarios	Hockey Ice - Girls Assistant	\$2,656.00
Mike Marschok	Baseball - Varsity	\$3,320.00
Kevin Proctor	Basketball - Boys Varsity	\$4,083.60
Deb Riley	Softball - Varsity	\$3,320.00
Derek Sorbello	Lacrosse - Girls Varsity	\$3,320.00
Jim Stewart	Lacrosse - Boys JV	\$2,656.00
Bob Taylor	Lacrosse - Boys Varsity	\$3,320.00
Tammy Vezina	Tennis - Girls Varsity	\$2,656.00
Jessica Weeks	Basketball - Girls JV	\$3,320.00
Mike Young	Tennis - Boys Varsity	\$2,656.00

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

DRAFT

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 21st 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.)

First Read: 3/2/10
Approved: 3/30/10
Revised 1st Read: 11/3/15

Grade SCHOOL	Total 10.28.15	59 Pre-School	132 Kindergarten	135 1st Grade	157 2nd Grade	168 3rd Grade	139 4th Grade	790 Total	FTE Teachers
AES	# of Students Teacher Teacher Ratio	33 2 Teacher Teacher 16.5	22 2 Teacher Teacher 11.0	23 2 Teacher Teacher 11.5	33 2 Teacher Teacher 16.5	27 2 Teacher Teacher 13.5	25 2 Teacher Teacher 12.5	163	12
BES	# of Students # of Sections Teacher Ratio		11 1 Teacher 11.0	17 1 Teacher 17.0	14 1 Teacher 14.0	15 1 Teacher 15.0	10 1 Teacher 10.0	67	5
DCS	# of Students # of Sections Teacher Para Ratio		12 + 8 = 20 1 Teacher Para 20.0		13 1 Teacher 13.0	17 1 Teacher 17.0	4th & 5th Grade 6 + 8 = 14 1 Teacher 10.0	64	4
FES	# of Students # of Sections Teacher Ratio		Kindergarten 9 Teacher 9.0	1st Grade 10 Teacher 10.0	2nd Grade 20 Teacher 20.0	3rd Grade 16 Teacher 16.0	4th Grade 10 Teacher 10.0	65	5
GES	# of Students # of Sections Teacher Ratio	Pre-School 14 1 Teacher 14.0	Kindergarten 16 1 Teacher 16.0	1st Grade 11 1 Teacher 11.0	2nd Grade 15 1 Teacher 15.0	3rd Grade 17 1 Teacher 17.0	4th Grade 20 1 Teacher 20.0	93	6
HES	# of Students # of Sections Teacher Ratio		Kindergarten 13 1 Teacher 13.0	1st & 2nd Grade 7 + 8 = 15 1 Teacher 15.0		3rd Grade 13 1 Teacher 13.0	4th Grade 8 1 Teacher 8.0	49	4
PES	# of Students # of Sections Teacher Teacher Teacher Ratio	Pre-School 12 1 Teacher 12.0	Kindergarten 41 3 Teacher Teacher Teacher 13.7	1st Grade 54 3 Teacher Teacher Teacher 18.0	2nd Grade 47 3 Teacher Teacher Teacher 15.7	3rd Grade 48 3 Teacher Teacher Teacher 16.0	4th Grade 52 3 Teacher Teacher Teacher 17.3	254	16
TES	# of Students # of Sections Teacher Para Ratio		Kindergarten 8 1 Teacher 8	1st & 2nd Grade 5 + 7 = 12 1 Teacher 12.0		3rd & 4th Grade 15 + 8 = 23 1 Teacher Para* 23.0		43	3
* Teaching Principal para									55
Enrollment numbers may include tuitioned-in students								Total Students Pre-K-5	798
Total Elem. Students K-4									731

SCHOOL	10.28.15 # of Students # of Sections Teacher Ratio	4th & 5th Grade 6 + 8 = 14 Teacher Ratio	Grade 6	Grade 7	Grade 8	Total	FTE Teachers
DCS						8	1
GBS	# of Students # of Sections Teacher Teacher Teacher Ratio	49 3 Teacher Teacher Teacher 16.3	65 3 Teacher Teacher Teacher 21.7	68 3 Teacher Teacher Teacher 22.7	63 3 Teacher Teacher Teacher 21.0	245	12
SMS	# of Students # of Sections Teacher Teacher Teacher Teacher Teacher Ratio	99 4 Teacher Teacher Teacher Teacher 24.8	101 4 Teacher Teacher Teacher Teacher 25.3	99 4 Teacher Teacher Teacher Teacher 24.8	108 5 Teacher Teacher Teacher Teacher Teacher 21.6	407	17
	Total Students	157	166	167	171	660	29
CVHS	Grade Teachers	9 171 14	10 199 14	11 206 14	12 222 14 K to 4 5-8 9-12 Total 2015-16	798 731 660 798 2189	55 29 56 140.0
		Enrollment numbers may include tuitioned-in students					
					2014-15 2013-14 2012-13 2011-12 2010-11 2009-10 2008-09 2007-08 2006-07	2239 2325 2342 2434 2534 2755 2855 2969 3104	

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 School Board Mtg. @ SAU @ 7:00 pm	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
		1 Policy Committee Mtg. @ 6:00 pm @ SAU School Board Mtg. @ SAU @ 7:00 pm	2	3	4	5
6	7	8 Strategic Plan Public Forum @ GBS @ 6:30 p.m.	9	10 Strategic Plan Public Forum @ SAU @ 6:30 p.m.	11	12
13	14	15 Policy Committee Mtg. @ 6:00 pm @ GBS School Board Mtg. @ GBS @ 7:00 pm	16 Education Committee Mtg. @ 5:00 pm @ SAU	17	18	19
20	21	22	23	24 District Closed	25 District Closed	26
27	28	29	30	31 District Closed		

**CONTOOCCOOK VALLEY SCHOOL DISTRICT
FIELD TRIP PROPOSAL**

1. Name: ROBIN KENNEDY Grade: 11-12 School: CVHS

2. Destination: COSTA RICA

3. Date(s) of Trip: 2/23/16 - 2/29/16 Time(s): From — to —

4. Description of Trip:

7 STUDENTS WILL TOUR COSTA RICA, VISITING A
SCHOOL, A FAMILY FARM AND DOING KAYAKING, HIKING,
HORSEBACK RIDING, ZIP-LINING AND OTHER ACTIVITIES

5. How will this trip relate to your program and/or curriculum?

STUDENTS WILL IMMERSE THEMSELVES IN
COSTA RICAN CULTURE, HISTORY, ECOLOGY, FOOD,
SPANISH LANGUAGE AND ADVENTURES. WE WILL HAVE
A FULL-TIME GUIDE AND BUS DRIVER

6. Transportation will be by: Bus Co. _____ Private Car _____ Other IN-COUNTRY
(Private cars require completion of District Use of Private Vehicle Form by individual drivers)

7. Ratio of Adults: 1 (+ DRIVER + GUIDE) to Number of Students: 7

[Signature]
Staff Signature

10/20/15
Date

[Signature]
Principal Signature

10/22/15
Date

.....
SCHOOL USE ONLY: All items must be checked before the Principal/Assistant
Principal will sign

_____ Bus Form If Necessary
_____ Fee Paid By _____
_____ Chaperones Listed On The Reverse
_____ Permission Slips To Parents/Guardians Prepared
_____ Office Notified With Accurate Lists of Students

_____ Kitchen Notified If Lunches Would Be Affected
_____ UA Team Notified
_____ Posted on Events Calendar
_____ Notified Nurse to prepare Medicine
_____ CPR/First Aid Trained: _____
_____(Name)

**SCHOOL BOARD APPROVAL REQUIRED FOR TRIPS OF MORE THAN TWO (2)
DAYS (REFER TO FIELD TRIP POLICY IICA).**

Proposal forms must be submitted to the Principal by April 1st, to the Superintendent by May 1st and
approved by the School Board no later than the August meeting for trips during the new school year

Date Received at SAU Office _____

Date Approved/Not Approved by School Board _____
(Please Circle One)

Superintendent/Board Chairman Signature _____

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 ~~will spearhead~~ 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

~~1st Read: October 1, 2013~~

~~2nd Read: October 15, 2013~~

~~Adopted: October 15, 2013~~

1st Read: November 3, 2015

2nd Read:

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:

NH Code of Administrative Rules, Section Ed 306.18(a)(5)

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: P Recommended

See also IJ-R & IGD-R

~~1st Reading: September 30, 2008~~

~~2nd Reading: October 28, 2008~~

~~Adopted: October 28, 2008~~

~~Amended: January 7, 2014~~

1st Read: November 3, 2015

2nd Read:

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. ~~district that is not part of the SAU, under the following conditions and procedures.~~

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. ~~involve atypical or extraordinary child-centered considerations.~~

~~If the student resides outside the District, the home Superintendent will send a written request to the ConVal Superintendent.~~

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 their respective 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.

JCA - CHANGE OF SCHOOL OR ASSIGNMENT – continued

Conditions and Procedures for Reassignment Outside the District:

1. ~~Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.~~
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.~~
4. ~~If the Superintendent of the districts determines that the best interests of the pupil warrant a reassignment, he/she may approve 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.~~
5. ~~The Superintendent will issue a written decision to the parent/guardian. The Superintendent's decision will be final and binding.~~
6. ~~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.~~
7. ~~Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.~~

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.~~

~~The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.~~

JCA - CHANGE OF SCHOOL OR ASSIGNMENT – continued

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

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.

~~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.

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

~~1st Read: September 17, 2013~~

~~2nd Read: October 1, 2013~~

~~Adopted: October 1, 2013~~

1st Read: November 3, 2015

2nd Read:

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

1st Read: November 3, 2015

2nd Read:

Adoption: