

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, December 1, 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. November 17, 2015 (pg. 1-3)**
- 3. Chairman's Recognition Award**
- 4. Points of Pride**
- 5. Public Comment**
- 6. Consent Agenda**
 - a. Personnel**
 - 1) 2015-2016 Stipend Positions (pg. 4-5)
 - 2) Job Description – Transition Coordinator (1st Read) (pg. 6-9)
 - 3) Job Description – Instructional Paraprofessional (Rtl) (1st Read) (pg. 10-12)
 - 4) Job Description – Computer Systems Technician (1st Read) (pg. 13-14)
 - 5) Job Description – District Electrician (2nd Read/Adoption) (pg. 15-16)
 - b. Enrollment Report – December 1, 2015**
- 7. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 17-18)**
- 8. Reports**
 - a. Student Representative – River Marmorstein**
 - b. Teacher Representative – Patrick Cogan**
 - c. Education Committee – Crista Salmay**
 - d. Strategic Plan Presentation –Pierce Rigrod/SAU**
- 9. Old Business**
 - a. Budget Version Three (3) (pg. 19-23)**
 - b. Ice Hockey Cooperative – Brian Pickering/Mark Swasey**
 - c. 2nd Read/Adoption Policy (Board Vote Required)**
 - ILBA: Assessment of Educational Programs (pg. 24-25)
- 10. New Business**
 - a. 1st Read Policies**
 - BEDH: Public Participation at Board Meetings (pg. 26)
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A: 3, II (If Required)**
 - a. Negotiations**
 - b. Personnel**

Upcoming Meetings:

Budget & Property Committee Mtg. – Wed., Dec. 2nd @ 6:30 p.m. @ SAU
Selectmen's Advisory Committee Mtg. – Thurs., Dec. 3rd @ 7:00 p.m. @ SAU
Strategic Plan Public Forums – Tues., Dec. 8th @ GBS @ 6:30 p.m.
Strategic Plan Public Forum – Thurs., Dec. 10th @ SMS @ 6:30 p.m.

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 17, 2015

SAU #1

Board Room

School Board Meeting

Immediately following Public Hearing

BOARD

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

Linda Compton, 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 School
Jim Elder, GBS
Nicky Fraley, FES
Amy Janoch, HES
Ben Loi, PES
Nicole Pease, DCS
Brian Pickering, CVHS
Colleen Roy, GES

1. Call to Order and Pledge of Allegiance

Butch Estey called the meeting to order at 7:12 p.m. The Pledge of Allegiance was recited.

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

a. November 3, 2015

Myron Steere motioned to accept the minutes of November 3, 2015. Stephan Morrissey second. Unanimous.

3. Points of Pride

Dr. Minnihan shared numerous Points of Pride from throughout the district.

4. Public Comment

None.

5. Consent Agenda

a. Personnel

1) Job Description – Systems Administrator (2nd Read/Adoption)

Myron Steere motioned to accept the job description as presented. Gary Backstrom second. Unanimous.

2) Job Description – District Electrician (1st Read)

Tim Markley referenced this job description as a first read. Send any input to him.

3) 2015-2016 Stipend Positions

Tim Markley referenced the stipend positions for informational purposes.

Brian Pickering reported that he and Mark Swasey, A.D., met with Conant to introduce a Memorandum of Understanding to form an ice hockey cooperative. Conant voted to accept the concept but will have further

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discussions at future meetings. Mr. Pickering agreed to report back to the School Board as things move forward. Rich Cahoon asked for a copy of the MOU. Mr. Pickering agreed.

6. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

The Strategic Plan Committee will meet on Thursday, December 17th at 6:30 p.m. at the SAU Office.

b. Accept Gift/Donation (Board Vote Required)

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.

Myron Steere moved to accept the donation. Richard Dunning second with extreme gratitude. Unanimous.

7. Assistant Superintendent's Report

a. Smarter Balance Assessment Consortium (SBAC) Results

Kimberly Saunders shared SBAC results for ConVal students as well as comparisons to the State results.

8. Reports

a. Student Representative – River Marmorstein

River Marmorstein shared a photo from the Harlem Rockets game recently at CVHS.

b. Teacher Representative – Linda Compton

Linda Compton reported that Griffin's Nest has started at GBS where older students mentor younger students. Mr. Cogan's students attended the final dress rehearsal of "Crazy for You". Ms. Compton reported on a staff wellness initiative.

c. Budget & Property Committee – Myron Steere

Myron reported that sponsorship was discussed at the last B&P Committee meeting. Organizational structure was discussed. Quality of education was the basis for formation of the district initially. Expense transfers were reviewed as well.

d. Strategic Plan Presentation – Marian Alese/Pierce Rigrod

Tabled until December 1st.

Two public forums have been scheduled for December 8th at GBS and December 10th at SMS; both at 6:30 p.m. Mr. Rigrod urged sharing the dates in communities to boost attendance.

9. Old Business

a. Budget Update – Marian Alese

Marian Alese reported that adequacy numbers were received yesterday; it is down approximately \$200,000 which has an impact on district assessment. Adequacy impacts each town differently.

Dr. Minnihan reported that the SAU was tasked with determining what a default budget would look like. Dr. Minnihan shared a list of potential cuts. He cautioned that they are not recommended cuts. The list is confidential.

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

Rich Cahoon moved to waive first and second read for Policy EEAA. Second. Unanimous.

Rich Cahoon moved to adopt Policy EEAA. Gary Backstrom second. Unanimous.

- IGA: Curriculum Development

Rich Cahoon moved to adopt this policy as read. Myron Steere second. Unanimous.

- IJ: Instructional Materials Adoption

Rich Cahoon moved to adopt this policy as read. Myron Steere second. Unanimous.

- JCA: Change of School or Assignment

Rich Cahoon moved to adopt this policy as read. Myron Steere second. Unanimous.

MISSION STATEMENT

- 2 -

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Rich Cahoon moved to adopt this policy as read. Myron Steere second. Unanimous.

10. New Business

a. 1st Read Policy

- ILBA: Assessment of Educational Programs

Rich Cahoon referenced this policy for a first read. Send feedback to Policy Committee, Kimberly and Carol.

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

Marian Alese noted no significant changes. Transfer requests were reviewed as follows:

Transfer from line 110 to Para Professional line for \$34,250.00.

David Martz moved to approve the transfer as read. Dick Dunning second. Unanimous.

Transfer from line 110 to 112 line which is administrative assistants and staffing change for \$35,000.

Dick Dunning moved to approve the transfer as read. Stephan Morrissey second. Unanimous.

Transfer from line 113 to 330 line which is Custodial Contracts at CVHS for \$60,000.

Dick Dunning moved to approve the transfer as read. Rich Cahoon second. Unanimous.

Transfer from line 999 to multiple lines for prior year encumbrances in the amount of \$748,000.

David Martz moved to approve the transfer as read. Myron Steere second. Unanimous.

11. Approval of Manifests (Board Vote Required)

Marian Alese certified that manifests listed totaling \$513,769.88 and Payroll totaling \$797,902.25 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.

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

a. Negotiations

b. Personnel

Myron Steere moved in accordance with RSA 91-A:3,II to enter into non-public session at 7:59 p.m. for matters of negotiations. Unanimous on a roll call vote.

Myron Steere motioned to exit non-public session at 8:10 p.m. Second. Unanimous.

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

Myron Steere moved to enter into non-public session in accordance with RSA 91-A:3,II for matters of personnel at 8:11 p.m. Unanimous on a roll call vote.

Myron Steere moved to exit non-public session at 8:28 p.m. Unanimous.

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

Myron Steere motioned to adjourn at 8:29 p.m. Gary Backstrom second. Unanimous.

Respectfully submitted,

Brenda Marschok

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

December 1, 2015
Personnel Agenda

2015-16 Stipend Positions:

Attached

ATHLETIC

<u>CVHS</u>			
Tyler Mudrick	CVHS	Basketball - Boys Freshman	\$2,656.00
<u>SMS</u>			
Paul Simpson	SMS	Basketball - Girls B	\$1,992.00

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

DRAFT

POSITION TITLE: Transition Coordinator

SUPERVISOR: Special Education Administrator

QUALIFICATIONS:

- Bachelor or Master's Degree in education or related field.
- Experience working with Middle School and preferably High School students.
- At least one to three years teaching at the secondary level.
- Must be certified or certifiable by the New Hampshire Department of Education(NH DOE) in Special Education, Vocational Rehabilitation Counselor, or other related field.

SUMMARY: Responsible for the coordination and placement of students with disabilities in appropriate environments which promote necessary skills for transition to the world of work. Will develop and implement a system for ensuring vocational evaluations are conducted on secondary level students prior to vocational experiences. Will facilitate transition planning for secondary level students.

SKILLS/ ABILITIES:

LANGUAGE:

- Ability to read, analyze, and interpret professional periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from staff, students, parents and other personnel as appropriate.

REASONING:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

OTHER:

- Ability to apply knowledge of current research and theory to instructional programs regarding Transition.
- Demonstrate knowledge of transition foundations to develop transition education, activities, and services for students, families and service providers.
- Must demonstrate effective facilitation, coaching, and leadership skills at a group and individual level for students and teachers.
- Must demonstrate the ability to engage in collaborative transition service delivery, and utilize interagency agreements.

First Read: 12/1/15
Approved:
Revised:

**NEW HAMPSHIRE PUBLIC SCHOOLS
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CONTOOCOOK VALLEY SCHOOL DISTRICT**

- Must be able to facilitate/teach pertinent transition practices to support special education and agency staff, (including Federal/NH law, Curriculum/Best Practices).
- Knowledge of indicator II, and how this is assessed and measured by the NH DOE.
- Must demonstrate delivery of transition services, and Interagency Collaboration.
- Must understand outcome measurement and evaluation of transition services at a local district level and State level.
- Must have essential technology skills, i.e. skilled at using computer, laptop, assistive communication devices/technology and other educational technology and software.
- Ability to establish and maintain effective working relationships with students, peers, parents/guardians and community.
- Ability to speak clearly and concisely in written or oral communication.
- Must be able to meet multiple demands from several people.
- Must be organized and meet with required timelines.

DUTIES AND RESPONSIBILITIES:

- Assist constituent districts with transition planning for secondary level students with disabilities.
- Support LEAs in development, implementation and evaluation of school to work programs (CWE).
- Consult with other personnel including teachers, principals, other ancillary staff and parents/guardians to evaluate program effectiveness.
- Provide consultation services to general education and special education teachers, parents/guardians.
- Work with local district teachers and school-to-work coordinators in addressing appropriate career options and classes for students with disabilities.
- Participate as part of the Multidisciplinary Evaluation Team as appropriate in the administration of vocational evaluations.
- Consult with staff on necessary accommodations and modifications needed for students with disabilities to progress through their vocational education program.
- Participate in IEP meetings.
- Provide written reports for the IEP Team.
- Provide professional development for transitional services for staff, students, parents/guardians, and other community service agency staff.
- Participate in interagency community planning and development of services/options for individuals with disabilities.
- Work with paraprofessionals who are monitoring students assigned to Vocational Training Sites/Programs.
- Establish and maintain appropriate records, reports and procedures.
- Travel to meet job requirements.
- Adhere to Board Policies and support LEA policies and procedures.

First Read: 12/1/15

Approved:

Revised:

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

- Maintain confidentiality.
- Utilize technology appropriately.
- Clear understanding of IDEA Transition requirements.
- Assist in preparation of Summary of Performance form for the student before they graduate, age out or leave the program at the end of their high school term.
- Promote student self-advocacy and ensure that each student and their parent(s)/guardian understand the transfer of rights from parents to students.
- Work directly with students toward the development of self-advocacy such as participation and decision making in the IEP process, determining school classes and/or activities, preparation for adult living skills, understanding transfer of rights at 18 and the ability to make life choices within the transition process. This may be an individual student activity, working with groups of students or structured within a classroom situation.
- Maintain data on exits, i.e. suspensions, expulsions, dropout rates, secondary education, graduation rates and post-secondary activities for special education students 16 or older.
- Coordinate transition into high school from middle school, working with high school staff.
- Make sure the required high school studies plan is in place.
- Provide technical assistance and consultation for special education teachers, parents, counselors and others, focused on integrating developmental transition activities classroom curriculum and school wide functions.

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.
- Occasionally kneeling, bending legs at knee to come to a rest on knee or knees.
- Occasionally crouching, bending the body downward and forward by bending leg and spin
- 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 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.

First Read: 12/1/15
Approved:
Revised:

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

- Frequently hearing, perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

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

DRAFT

POSITION TITLE: Instructional Paraprofessional (RtI) – Reading/Writing/Spelling

SUPERVISOR: Assistant Superintendent

QUALIFICATIONS:

- High School Diploma.
- Knowledge of various reading programs and strategies utilized by the District.
- Experience working with students who have varied strengths/abilities/needs.
- Knowledge of methods required in working with students in a specialized program.
- Correct English usage, spelling, grammar and punctuation.
- Experienced with proper data collection and analysis of data collection.
- Work independently and maintain confidentiality.
- Organize, supervise, and instruct students in a variety of activities related to specialized program.
- Speak, read, and write clearly and distinctly.
- Demonstrate reading, language, and writing subject area proficiency.
- Understand and follow oral and written directions.

Required Certification:

- Paraprofessional Certification
- Orton Gillingham
- Certification in Wilson, Lindamood-Bell and SPIRE methodology of reading instruction preferred, but will train
- CPR/First Aid – preferred

SUMMARY:

In conjunction with the Reading Teacher, Special Education Case Manager, and Classroom Teacher, assist in assigned reading/writing/spelling instructional areas to meet the individual needs of students in Tier II and Tier III intervention model. RtI – Response to Intervention

DUTIES AND RESPONSIBILITIES:

- Works under limited supervision using standardized reading/writing/spelling practices and/or methods.
- Provides direct instruction of phonemic awareness, fluent decoding, vocabulary, comprehension, phonology, word study and writing.
- Utilizes AIMSweb to frequently monitor student progress.
- Implements reading instruction using a variety of strategies and approaches to instruction.
- Implement reading instruction with fidelity.
- Prepare and organize materials to support teaching and learning in the area of reading.
- Assist in the preparation of lesson plans and provide input and assistance in the development of learning tools for students in Tier II and Tier III interventions.
- Assists in establishing a positive learning environment and responds to individual student needs.
- Works with students individually or in small groups to reinforce skills.

First Read: 12/1/15

Approved:

Revised:

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

- Maintains records including data collection
- Interacts with students, observes progress and meets instructional needs as they arise.
- Assists in the preparation of materials and lesson plans.
- Assists with student assessment as directed
- Integrate reading strategies into a regular education classroom.
- Reinforce reading ideas and concepts presented by regular education teacher.
- Attend workshops and trainings as needed.
- Work closely with Reading Specialist/Special Education, and Regular Education teachers.
- Prepare reading materials as directed.
- Create reading plan for instructional paraprofessional substitute.

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.
- Occasionally kneeling, bending legs at knee to come to a rest on knee or knees.
- Occasionally crouching, bending the body downward and forward by bending leg and spin
- Occasionally reaching, extending hand(s) and arm(s) in any direction.
- Occasionally 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.
- Seldom lifting, raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Seldom fingering, picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Seldom grasping, applying pressure to an object with the fingers and palm.
- Frequently talking, expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Frequently hearing, perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Seldom repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to life, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

First Read: 12/1/15

Approved:

Revised:

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

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

First Read: 12/1/15

Approved:

Revised:

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

POSITION TITLE: *Computer Systems Technician*

SUPERVISOR: *District Systems Administrator*

QUALIFICATIONS:

- Degree in IT required
- Applicable Industry certifications preferred (Microsoft, Cisco...)
- Demonstrated experience in IT maintenance, systems upgrades, basic networking, and troubleshooting of hardware and software
- Demonstrated experience using PC and Mac platforms
- Ability to apply diagnostic and analytical skills to solve technology issues
- Ability to prioritize projects and work independently
- Excellent organizational skills
- Ability to work with a flexible schedule
- Ability to establish and maintain effective and collaborative working relationships
- Ability to communicate with users and district technical staff to determine the nature of technology problems
- Such alternatives to these qualifications as may be appropriate and acceptable

SUMMARY:

This position works under the direction of the District Systems Administrator to maintain hardware and software functionality, primarily within elementary schools, ~~and the~~ and the district office. However, work assignments may be anywhere within the district as and where necessary, within the district.

DUTIES AND RESPONSIBILITIES:

- Ensures equipment is setup and working properly (e.g., setup computers, clean projector filters, install Smart Notebook software for new interactive white boards)
- Ensures software is installed and updated at appropriate intervals during the year and inventory records kept up-to-date
- Assists District Systems Administrator with basic networking and telephony tasks when needed
- Performs routine software tasks on staff and student computers
- Assists staff to perform routine software tasks on their district provided computers (e.g., regular software updates, checkdisk, defrag, virus scan)
- Provides assistance to staff regarding the proper operation, care, and maintenance of computers and other technology equipment
- Provides trouble shooting assistance such as logging onto computer systems or software, printer problems, or routine error messages (e.g., reboot server)

1st Read: 11/13/12
Approved: 12/4/12
1st Read Revised: 12/1/15-----

- Responds to IT helpdesk requests for basic support tasks (e.g., NWEA software updates 3x per year, maintain inventory records)
- Provides timely resolution of technology problems by providing answers or referral to other technology staff
- Regularly consults with supervisors on technology support needs and plans
- Provides support toward meeting the goals and objectives of the District Technology Plan

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.
- Occasionally kneeling, bending legs at knee to come to a rest on knee or knees.
- Occasionally crouching, bending the body downward and forward by bending leg and spin
- 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 talking, expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Frequently hearing, perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

1st Read: 11/13/12

Approved: 12/4/12

1st Read Revised: 12/1/15-----

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

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.

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 Budget & Property Committee Mtg. @ 6:30 pm @ SAU	3 Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	4	5
6	7	8 Strategic Plan Public Forum @ GBS @ 6:30 pm	9	10 Strategic Plan Public Forum @ SMS @ 6:30 pm	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 Strategic Plan Committee Mtg. @ 6:30 pm @ SAU	18	19
20	21	22	23	24 District Closed	25 District Closed	26
27	28	29	30	31 District Closed		

January 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Policy Committee Mtg. @ 6:00 pm @ SAU School Board Mtg. @ SAU @ 7:00 pm	6	7	8	9
10	11	12	13	14	15	16
17	18 District Closed	19 Policy Committee Mtg. @ 6:00 pm @ SAU School Board Mtg. @ SAU @ 7:00 pm	20	21	22	23
24	25	26	27	28	29	30
31						

Revenue V3 Code	Description	Proposed 2016-2017	Approved 2015-2016	Difference Increase (Decrease)	Percent
1000	Revenue from Local Sources				
				0.00	N/A
	Tuition	130,000.00	130,000.00	0.00	0.00%
	Voc Ed Tuition	25,000.00	25,000.00	0.00	0.00%
	Total Tuition	155,000.00	155,000.00	0.00	0.00%
	Unreserved Fund Balance	575,000.00	714,520.00	(139,520.00)	-19.53%
	LGC Return	0.00	593,000.00	(593,000.00)	-100.00%
	Transfer to SpEd Trust			0.00	N/A
	Transfer to Capital Reserve			0.00	N/A
	Transfer to Athletics Trust			0.00	N/A
	Transfer to Health Maintenance			0.00	N/A
	Special Revenue Fund	200,000.00	200,000.00	0.00	0.00%
	Earned Interest	5,000.00	5,000.00	0.00	0.00%
	Child Nutrition	655,000.00	655,000.00	0.00	0.00%
	Total Local Sources	1,435,000.00	2,167,520.00	(732,520.00)	-33.80%
3000	Revenue from State Sources				
	Adequacy Grant	7,317,589.00	7,524,730.00	(207,141.00)	-2.75%
	Catastrophic Aid	447,777.00	447,777.00	0.00	0.00%
	Building Aid	438,590.00	678,112.00	(239,522.00)	-35.32%
	Vocational Aid	25,000.00	25,000.00	0.00	0.00%
	Child Nutrition	245,000.00	245,000.00	0.00	0.00%
	Medicaid	325,000.00	300,000.00	25,000.00	8.33%
	Total State Sources	8,798,956.00	9,220,619.00	(421,663.00)	-4.57%
4000	Revenue from Federal Sources				
	All Special Ed	475,000.00	475,000.00	0.00	0.00%
	Other Federal Sources	243,000.00	243,000.00	0.00	0.00%
	Title I & II	403,535.00	403,535.00	0.00	0.00%
	Total Federal Sources	1,121,535.00	1,121,535.00	0.00	0.00%
TOTAL ESTIMATED REVENUES		11,510,491.00	12,664,674.00	-1,154,183.00	-9.11%
PROPOSED GROSS BUDGET		45,781,373.00	45,173,110.00	608,263.00	1.35%
Less Revenues		11,510,491.00	12,664,674.00	-1,154,183.00	-9.11%
DISTRICT ASSESSMENT		34,270,882.00	32,508,436.00	1,762,446.00	5.42%

District assessment includes state property tax.

November 7, 2015					
Object		Proposed	Approved		
Code	Description	2016-2017	2015-2016	Difference	Percent
		Budget			
100	Personnel Services - Salaries				
110	Teachers	13,437,839.00	13,592,836.00	(154,997.00)	-1.14%
111	Paraprofessionals	2,172,440.00	2,068,442.00	103,998.00	5.03%
112	Administrative Assistants	999,245.00	985,744.00	13,501.00	1.37%
113	Custodial/Maintenance	608,184.00	697,995.00	(89,811.00)	-12.87%
114	Administrators	2,219,108.00	2,253,283.00	(34,175.00)	-1.52%
115	Department Heads	31,500.00	31,500.00	0.00	0.00%
119	Support Services	713,925.00	648,124.00	65,801.00	10.15%
120	Other Salaries	871,451.00	850,008.00	21,443.00	2.52%
130	Overtime	42,500.00	37,500.00	5,000.00	13.33%
	Total Salaries	21,096,192.00	21,165,432.00	(69,240.00)	-0.33%
200	Personnel Services - Employee Benefits				
211	Health Insurance	6,727,866.00	6,415,928.00	311,938.00	4.86%
212	Dental Insurance	230,500.00	234,670.00	(4,170.00)	-1.78%
213	Life Insurance	43,000.00	40,500.00	2,500.00	6.17%
214	Long-Term Disability	49,500.00	51,245.00	(1,745.00)	-3.41%
220	FICA	1,608,527.00	1,578,932.00	29,595.00	1.87%
225	Admin Annuity	14,721.00	14,721.00	0.00	0.00%
231	Non-Teacher Retirement	583,886.00	573,133.00	10,753.00	1.88%
232	Teacher Retirement	2,386,310.00	2,361,208.00	25,102.00	1.06%
260	Unemployment Compensation	52,500.00	49,133.00	3,367.00	6.85%
270	Health Reimbursement	0.00	131,500.00	(131,500.00)	
	Total Benefits	11,696,810.00	11,450,970.00	245,840.00	2.15%
300	Purchased Prof. & Technical Services				
320	Presenters	17,600.00	17,600.00	0.00	0.00%
321	Staff Services	77,198.00	75,540.00	1,658.00	2.19%
322	Staff Tuition	102,930.00	70,200.00	32,730.00	46.62%
323	Pupil Services	99,805.00	112,165.00	(12,360.00)	-11.02%
330	Other Purchased & Tech. Services	1,344,379.00	1,116,416.00	227,963.00	20.42%
340	Testing Services	30,000.00	30,000.00	0.00	0.00%
380	Board of Education Services	161,000.00	160,500.00	500.00	0.31%
	Total Services	1,832,912.00	1,582,421.00	250,491.00	15.83%
400	Purchased Property Services				
411	Water & Sewer	41,700.00	48,800.00	(7,100.00)	-14.55%
421	Disposal Services	41,400.00	41,650.00	(250.00)	-0.60%
422	Snow Plowing Services	198,000.00	140,210.00	57,790.00	29.20%

November 7, 2015					
Object		Proposed	Approved		
Code	Description	2016-2017	2015-2016	Difference	Percent
		Budget			
430	Repair and Maint. Services	313,330.00	304,775.00	8,555.00	2.81%
431	Structural Repairs and Maint	159,400.00	185,500.00	(26,100.00)	-14.07%
432	Electrical Repairs and Maint	35,100.00	32,300.00	2,800.00	8.67%
433	Mechanical Repairs and Maint	71,600.00	58,500.00	13,100.00	22.39%
434	HVAC Repairs and Maint	26,500.00	98,900.00	(72,400.00)	-73.21%
440	Rental	3,500.00	2,500.00	1,000.00	40.00%
442	Rental of Equip. & Vehicles	1,000.00	1,000.00	0.00	0.00%
450	Rental	4,000.00	4,000.00	0.00	0.00%
	Total Property Services	895,530.00	918,135.00	(22,605.00)	-2.46%
500	Other Purchased Services				
510	Field Trip/Athletic Transportation	237,230.00	227,020.00	10,210.00	4.50%
519	Pupil Transportation	2,303,067.00	2,230,022.00	73,045.00	3.28%
520	Insurance	217,689.00	211,550.00	6,139.00	2.90%
530	Telephone / Web Access	149,000.00	151,000.00	(2,000.00)	-1.32%
534	Postage	23,870.00	29,420.00	(5,550.00)	-18.86%
540	Advertising	20,000.00	17,000.00	3,000.00	17.65%
550	Printing	20,800.00	16,850.00	3,950.00	23.44%
560	Tuition	75,000.00	75,000.00	0.00	0.00%
561	Special Needs Tuition	1,516,845.00	1,699,341.00	(182,496.00)	-10.74%
580	Mileage	88,495.00	93,130.00	(4,635.00)	-4.98%
590	Misc Purchased Services	15,000.00	15,000.00	0.00	0.00%
	Total Other Services	4,666,996.00	4,765,333.00	(98,337.00)	-2.06%
600	Supplies and Materials				
610	Supplies	886,428.00	768,475.00	117,953.00	15.35%
622	Electricity	439,600.00	433,800.00	5,800.00	1.34%
623	Bottled Gas	12,450.00	11,700.00	750.00	6.41%
624	Fuel Oil	403,248.00	344,843.00	58,405.00	16.94%
640	Books	97,077.00	75,373.00	21,704.00	28.80%
641	Periodicals	22,820.00	21,310.00	1,510.00	7.09%
649	A/V Materials	3,815.00	4,125.00	(310.00)	-7.52%
650	Software Support	218,612.00	215,044.00	3,568.00	1.66%
656	Gasoline/Propane	252,000.00	238,000.00	14,000.00	5.88%
	Total Supplies and Materials	2,336,050.00	2,112,670.00	223,380.00	10.57%
700	Property				
733	Additional Furniture	15,653.00	1,600.00	14,053.00	878.31%
734	Additional Equipment	2,507.00		2,507.00	
737	Replacement Furniture	44,660.00	13,500.00	31,160.00	230.81%
738	Replacement Equipment	261,900.00	271,647.00	(9,747.00)	-3.59%
739	Other Equipment	43,390.00	7,800.00	35,590.00	456.28%
	Total Property	368,110.00	294,547.00	73,563.00	24.97%
800	Other Objects				

CONTOOCOOK VALLEY SCHOOL DISTRICT BUDGET 2016-2017				VERSION 3	
	November 7, 2015				
Object		Proposed	Approved		
Code	Description	2016-2017	2015-2016	Difference	Percent
		Budget			
810	Dues and Fees	151,143.00	146,961.00	4,182.00	2.85%
830	Payment of Bond Interest	98,595.00	109,756.00	(11,161.00)	-10.17%
890	Miscellaneous	57,500.00	45,350.00	12,150.00	26.79%
	Total Other	307,238.00	302,067.00	5,171.00	1.71%
910	Payment of Bond Principal	360,000.00	360,000.00	0.00	0.00%
	Total	360,000.00	360,000.00	0.00	0.00%
930	Food Service Transfer	0.00	0.00	0.00	0.00%
	Total	0.00	0.00	0.00	0.00%
TOTAL OPERATIONAL BUDGET		43,559,838.00	42,951,575.00	608,263.00	1.42%
	Title II & II	403,535.00	403,535.00	0.00	0.00%
	Other Federal Programs	243,000.00	243,000.00	0.00	0.00%
	IDEA	475,000.00	475,000.00	0.00	0.00%
	Food Service	900,000.00	900,000.00	0.00	0.00%
	Health Maintenance Trust				
	Capital Reserve				
	Special Revenue	200,000.00	200,000.00		
	Athletic Trust				
	Special Education Trust				
TOTAL GROSS BUDGET		45,781,373.00	45,173,110.00	608,263.00	1.35%

Version 3

Estimated Default Budget Calculation

2015-2016 Gross Budget	\$45,173,110.00
Transportation	\$74,005.00
Staffing Changes	(\$148,592.00)
Maintenance	(\$72,705.00)
Lane Changes / Retirement	See above
Admin Merit 3.2%	
Admin Annuity	
Benefits	\$205,987.00
Equipment	\$9,750.00
Supplies	\$28,012.00
Contractual Agreements	\$153,777.00
Utilities	\$78,205.00
Bond	(\$11,161.00)
Tuition (Net)	(\$182,496.00)
Special Ed Trust	
Health Maintenance	
Capital Reserve	
Total	\$45,307,892.00

0.30%

Proposed	\$45,781,373.00
Difference	(\$473,481.00)

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: R

1st Read: November 17, 2015

2nd Read: December 1, 2015

Adopted:

Category: R

See also KE, KEB

PUBLIC PARTICIPATION AT BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings:

1. The first 15 minutes will be set aside for citizens to address the Board. Each speaker during this period will be given 2 minutes to speak. This period may be extended by a majority vote of the Board. ~~Requests to address the Board on matters not on the agenda must be presented to the Chair and must set forth the specifics of the subject to be addressed.~~ Requests to address the Board on matters not on the agenda must be presented to the Superintendent (or Chair) and must set forth the specifics of the subject to be addressed. When appropriate, the Board may place such requests on the agenda. Unless placed on the agenda, members of the public may offer comments on agenda items only.
2. A second public comment period will be set aside for agenda items during which members of the public may offer comments on agenda items only. The Board will not entertain comments on items that do not appear on the agenda. Requests to address the Board on matters not on the agenda must be presented to the Superintendent and must set forth the specifics of the subject to be addressed. When appropriate, the Board may place such requests on the agenda.
3. Consistent with RSA 91-A:3, ~~Policy BEDB~~, and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public agenda that is to be properly discussed in a non-public session. Complaints regarding individual employees, personnel or students will be directed to the Superintendent in accord with Policies KE and KEB.
4. All speakers are to conduct themselves in a civil manner. Speakers may not use threats of physical violence, may not speak or conduct themselves in a way that incites violence or is disruptive, may not be vulgar or obscene, and need to speak to business related to the School Board agenda. The School Board will not permit repetitive, harassing, or frivolous speech or comments that are off topic, antagonistic, obscene, or libelous; ~~defamatory~~ such statements will be considered out of order and will not be tolerated. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow this rule of order.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board.

Legal Reference:

RSA 91-A:2, Meetings Open to Public

RSA 91-A:3, Non-Public Sessions

~~1st Read: February 21, 2012~~ December 1, 2015

~~2nd Read: April 17, 2012~~

~~Adopted: April 17, 2012~~