

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, December 15, 2015**

**School Board Meeting**

**Great Brook School**

**Cafeteria**

**7:00 p.m.**

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
  - a. December 1, 2015 (pg. 1-4)**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
  - a. Personnel**
    - 1) 2015-2016 Stipend Positions (pg. 5-6)
    - 2) Job Description – Transition Coordinator (2<sup>nd</sup> Read) (pg. 7-10)
    - 3) Job Description – Instructional Paraprofessional (Rtl) (2<sup>nd</sup> Read) (pg. 11-13)
    - 4) Job Description – Computer Systems Technician (2<sup>nd</sup> Read) (pg. 14-15)
- 6. Assistant Superintendent's Report and Presentation of Business**
  - a. Monthly Events Calendar (pg. 16-17)**
  - b. Accept Gift/Donation (Board Vote Required) (pg. 18-19)**
    - 1) ConVal High School requests the authorization to accept a gift/donation totaling \$500.00 from Mr. David DeWitt, Phase 65 Inc., for the purpose of supplementing the needs of the Manufacturing Principles and Processes course.
    - 2) ConVal High School requests the authorization to accept a gift/donation totaling \$1,000.00 from the New Hampshire Charitable Foundation (Mann Family Funds) for the purpose of CTE STEAM Grant NH Council on the Arts.
- 7. Reports**
  - a. Student Representative – River Marmorstein**
  - b. Teacher Representative – Patrick Cogan**
  - c. Budget & Property Committee – Myron Steere**
  - d. Strategic Plan Public Forum(s) –Pierce Rigrod**
  - e. Selectmen's Advisory Committee**
- 8. Old Business**
  - a. Budget Version Four (4)**
  - b. Technology Plan Draft**
  - c. Strategic Plan Approval (Board Vote Required)**
  - d. Ice Hockey Cooperative Memorandum of Understanding (Board Vote Required)**
  - e. 2<sup>nd</sup> Read/Adoption Policy (Board Vote Required)**
    - BEDH: Public Participation at Board Meetings (pg. 20)
- 9. New Business**
- 10. Approval of Manifests (Board Vote Required)**
- 11. Non-Public Session: RSA 91-A: 3, II (If Required)**
  - a. Negotiations**
  - b. Personnel**

**Upcoming Meetings:**

Education Committee Meeting – Wed., Dec. 16<sup>th</sup> @ SAU @ 5:00 p.m.

Strategic Plan Committee Meeting – Thurs., Dec. 17<sup>th</sup> @ SAU @ 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, December 1, 2015**

**School Board Meeting**

**SAU #1**

**Board Room**

**7:00 p.m.**

**BOARD**

Rich Cahoon, Richard Dunning,  
Butch Estey, Janine Lesser,  
David Martz (7:06), Stephan Morrissey,  
Linda Quintanilha, Pierce Rigrod,  
Myron Steere, Fiona Tibbetts,  
Jerome Wilson

River Marmorstein, Student Rep.

**ADMINISTRATION**

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

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

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

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

**a. November 17, 2015**

Myron Steere moved to accept the minutes as read. Stephan Morrissey second. Linda Quintanilha abstained. All else in favor. Motion carried.

**3. Chairman's Recognition Award**

Chairman Estey recognized Jeanne LaFleur as this month's recipient of the School Board Chairman's Award for her dedication to her students and going above and beyond.

**4. Points of Pride**

Dr. Minnihan shared Points of Pride from some of the many great things taking place in the district.

**5. Public Comment**

None.

**6. Consent Agenda**

**a. Personnel**

**1) 2015-2016 Stipend Positions**

Tim Markley referenced two stipend positions of Tyler Mudrick, CVHS Boy's Freshmen Basketball and Paul Simpson, SMS Girl's B Basketball as informational.

**2) Job Description – Transition Coordinator (1st Read)**

**3) Job Description – Instructional Paraprofessional (Rtl) (1<sup>st</sup> Read)**

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4) Job Description – Computer Systems Technician (1<sup>st</sup> Read)

Tim Markley referenced the above three job descriptions for first reads. Please send any comments to him. They will go forward for adoption at the next meeting.

5) Job Description – District Electrician (2<sup>nd</sup> Read/Adoption)

**Myron Steere moved to adopt the job description as presented. Stephan Morrissey second. Unanimous.**

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

Tim Markley referenced current enrollment noting no significant changes.

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

**a. Monthly Events Calendar**

A School Board Budget Work Session was scheduled for Wed., December 9<sup>th</sup> from 7:00 to 9:00 p.m. The Public Hearing on the proposed budget was scheduled for Tues., January 19<sup>th</sup> at 7:00 p.m. @ SAU.

**8. Reports**

**a. Student Representative – River Marmorstein**

River Marmorstein shared a Power Point presentation titled "Project Crash". In the past, the police and fire departments have staged an accident to share and heighten awareness during prom season. River shared the mission, identified what the project is about, and shared the significance. Learning goals include the dangers of distracted driving and the importance of making smart choices. Additional planning was outlined coupled with the next steps.

**b. Teacher Representative – Patrick Cogan**

None.

**c. Education Committee – Crista Salamy**

Rich Cahoon reported that assessment was discussed at the last Education Committee meeting with the larger portion of the meeting time allocated to P.I.E. discussion focusing on more free play being incorporated into the school day.

**d. Strategic Plan Presentation –Pierce Rigrod/SAU**

Pierce Rigrod shared a review of the responses of the Public Survey Results from the Strategic Plan. Brendan Minnihan provided an overview of the Strategic Plan that will be shared at the Public Forums on December 8<sup>th</sup> and 10<sup>th</sup>. It outlined the planning process, goal development, focus area creation, and action statements as a result. Main themes and goals were shared.

Marian Alese spoke about the goals and focus areas as well as strategies and action plans associated with each goal.

Goal 1: Student Achievement & Performance

Goal 2: Culture and Community

Goal 3: Organizational Structure

Goal 4: Operations (leadership, personnel, and facilities & technology)

Pierce Rigrod asked the board to take some time to read the plan. Approval of the Strategic Plan by the full board will be asked at the December 15<sup>th</sup> School Board meeting.

Pierce recommended establishing a standing committee to track the plan.

Linda Quintanilha recognized Pierce Rigrod for his work on this committee and on the plan.

Pierce thanked the district for writing the plan incorporating all of the detail.

**9. Old Business**

**a. Budget Version Three (3)**

Marian Alese referenced Version Three (3). The change is in the 110 line, which reflects notice of carry over IDEA funds from last year to this year and on to the next. This is a reduction from what was presented.

Myron Steere noted that the district assessment would currently be up 5.42% without the teacher's contract.

Rich Cahoon asked for a run down on the increases in the supply line. Marian said that it is a result of curriculum.

Dr. Minnihan noted that the proposed budget is up 1.35% over the current year.

**b. Ice Hockey Cooperative – Brian Pickering/Mark Swasey**

Brian Pickering reported that Conant voted last night 7-0 in favor of entering into a pay for play cooperative with CV ice hockey. The rate needs to be set for pay to play for winter of 2016.

**Myron Steere moved to enter into a cooperative with Conant for ice hockey. Dick Dunning second.**

Rich Cahoon asked to see a copy of the Memorandum of Understanding (MOU). Marian Alese reported that legal needs to review the document as well.

Myron Steere asked what it costs ConVal per participant. The answer was that it depends on participation.

Mr. Pickering spoke about a cost estimate of \$800 per participant. It may change.

Conant would be paying for uniforms, if needed, to add players. Otherwise, ice time is constant, transportation is also the same, and dues and fees would not change.

Fiona Tibbetts shared information that she read in the newspaper. Discussion ensued.

**Myron Steere and Dick Dunning withdrew their motion and second respectively.**

**Myron Steere moved to propose an \$800 "pay to play" cost for Conant players.** Mr. Pickering said that some players play recreation hockey and pay fees. It is not uncommon for hockey to cost larger amounts of money.

Jerome Wilson confirmed that Conant will not pay toward ice time or transportation.

Brian Pickering said that how the money that comes in is applied is up to Marian and the SAU. It may take some pressure off budget wise.

Discussion took place about a \$1,500 cost per student at Conant and the proposed cost of \$800 by ConVal and whether or not ConVal would be subsidizing the difference. Conant did not have an ice hockey team.

Eighteen boys have been rostered for the upcoming year. We can keep as many kids as we want but only dress 20. Concern with benching ConVal players was shared.

Total cost of ice hockey for both boys and girls is \$64,000.

**Unanimous on \$800.**

**Dick Dunning moved to join with Conant pending legal approval for boy's ice hockey. Stephan Morrissey second.**

**Dick Dunning moved to join with Conant, pending legal approval, for girl's ice hockey. Stephan Morrissey second. Unanimous.**

**Myron Steere moved to allow the sponsorship program to move forward to review. Fiona Tibbetts second. It will come back to the board. Unanimous.**

**c. 2<sup>nd</sup> Read/Adoption Policy (Board Vote Required)**

- ILBA: Assessment of Educational Programs

**Rich Cahoon moved to adopt as presented. Dick Dunning second. Unanimous.**

**10. New Business**

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

- BEDH: Public Participation at Board Meetings

Rich Cahoon referenced this policy for a first read. He asked board members to review the policy and send feedback to any Policy Committee member.

Butch Estey referenced a letter from the Town of Bennington stating that they do not support the closing of Pierce School in Bennington.

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

Marian Alese certified that manifests listed totaling \$203,384.15 and Payroll 11, 112, and 113 totaling \$1,699,907.74 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 to enter into non-public session (#1) in accordance with RSA 91-A:3,II for matters of personnel at 8:34 p.m. Unanimous on a roll call vote.**

**Myron Steere moved to exit non-public session at 8:47 p.m. Second. Unanimous.**

**Myron Steere moved to seal the minutes of non-public session indefinitely. Stephan Morrissey second. Unanimous.**

**Myron Steere moved to enter into non-public session (#2) in accordance with RSA 91-A:3,II at 8:48 p.m. for matters of personnel. Unanimous on a roll call vote.**

**Myron Steere moved to exit non-public session at 8:54 p.m. Stephan Morrissey second. Unanimous.**

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

**Myron Steere moved to enter into non-public session (#3) in accordance with RSA 91-A:3,II for matters of negotiations at 8:55 p.m. Unanimous on roll call vote.**

**Myron Steere moved to exit non-public session at 8:59 p.m. Second. Unanimous.**

**Dick Dunning motioned to approve December 23<sup>rd</sup> as an early release paid day for staff. Myron Steere second. Unanimous.**

**Myron Steere moved to enter into non-public session (#4) in accordance with RSA 91-A:3,II at 9:00 p.m. for negotiations. Unanimous roll call vote.**

**Myron Steere moved to exit non-public session at 9:46 p.m. Second. Unanimous.**

**Myron Steere motioned to seal the minutes for a period of five (5) years. Second. Unanimous.**

**Myron Steere motioned to adjourn at 9:47 p.m. Stephan Morrissey second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

December 15, 2015  
Personnel Agenda

2015-16 Stipend Positions:

Attached

NON-ATHLETIC

SMS

Katherine Fox

Art Club

\$546.68

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

**DRAFT**

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**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:



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CONTOOCCOOK 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:

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SCHOOL ADMINISTRATIVE UNIT #1  
CONTOOCCOOK 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:

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CONTOOCH 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  
CONTOOCH VALLEY SCHOOL DISTRICT**

**DRAFT**

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**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.

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CONTOOCCOOK 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.)



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

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**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  
1<sup>st</sup> 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:**

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- 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.)

# 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  Public Hearing on Proposed Budget @ 7:00 p.m.  School Board Mtg. @ SAU following public hearing	20	21	22	23
24	25	26	27	28	29	30
31						

# February 2016

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

NEW HAMPSHIRE PUBLIC SCHOOLS  
SCHOOL ADMINISTRATIVE UNIT #1

CONTOOCOOK VALLEY SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Road, Peterborough, NH, 03458-1197

Telephone: 603-924-3336

Fax: 603-924-6707

Dr. Brendan Minnihan  
Superintendent of Schools  
[bminnihan@conval.edu](mailto:bminnihan@conval.edu)

Kimberly Saunders  
Assistant Superintendent of Schools  
[ksaunders@conval.edu](mailto:ksaunders@conval.edu)

TO: Contoocook Valley School Board  
FROM: Dave DeWitt c/o John Reitraver ATC  
DATE: 11/30/15  
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The ConVal High School requests authorization to accept from:

Name/Address: Dave DeWitt

Phase 65, Inc. PO Box 510, Peterborough, NH 03458

the following gift/donation of: \$500.00 valued at \$

for the purpose of: Supplementing the needs of the  
Manufacturing Principles and Processes Course

  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_

NEW HAMPSHIRE PUBLIC SCHOOLS  
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Telephone: 603-924-3336

Fax: 603-924-6707

Dr. Brendan Minnihan  
Superintendent of Schools  
[bminnihan@conval.edu](mailto:bminnihan@conval.edu)

Kimberly Saunders  
Assistant Superintendent of Schools  
[ksaunders@conval.edu](mailto:ksaunders@conval.edu)

TO: Contoocook Valley School Board

FROM: Amanda Bastoni

DATE: Dec. 9, 2015

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The CRHS School requests authorization to accept from:

Name/Address: NH Charitable Foundation (Mann  
Family Funds)

the following gift/donation of: 1 check valued at \$ 1,000.00

for the purpose of: CTE STEAM Grant NH  
Council on the Arts

  
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received 12.10.15

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_



## BEDH - 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 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 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 as 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*

### **Category: R**

*See also KE, KEB*

1<sup>st</sup> Read: December 1, 2015

2<sup>nd</sup> Read: December 15, 2015

Adopted: