

# OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road  
Peterborough, New Hampshire

## CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, October 4, 2016

### Public Hearing

7:00 p.m.

Expend Athletic/Co-Curricular Trust Funds

*In accordance with RSA 198:20C, a public hearing will be held by the Contoocook Valley School Board for the purpose of expending Athletic/Co-Curricular Trust Funds for the 2016-2017 fiscal year.*

### School Board Meeting

Immediately following Public Hearing

1. **Call to Order and Pledge of Allegiance**
2. **Accept School Board Meeting Minutes (Board Vote Required)**
  - a. **September 20, 2016** (pg. 1-4)
3. **Points of Pride**
4. **Public Comment**
5. **Consent Agenda**
  - a. **Personnel** (pg. 5-8)
    - 1) Retirement – Laura Doell – June 2017
    - 2) Retirement – Linda Tenney and Mary Ellen Stanley – June 2018
    - 3) Notice of Stipend Positions – Non-Athletic and Supplemental
    - 4) Job Description – Careers in Education **(2nd Read/Adoption)**
  - b. **Enrollment Report** – October 1, 2016
  - c. **Board Requests**
6. **Superintendent's Report and Presentation of Business**
  - a. **ATC SMART Goal & Presentation** (pg. 9-16)
  - b. **Monthly Events Calendar** (pg. 17-18)
  - c. **Accept Gift/Donation (Board Vote Required)** (pg. 19)
    - 1) The South Meadow School Band requests authorization to accept a gift/donation totaling \$8,388.39 from The Uplift Music Festival, West Peterborough, for the purpose of providing color instruments for the SMS Band Program.
  - d. **Executive Summary**
7. **Reports**
  - a. **Student Representative** – Maeve Newman
  - b. **Teacher Representative** – Patrick Cogan
  - c. **Education Committee** – Crista Salamy
    - 1) Athletic Fees **(Board Vote Required)**
8. **Old Business**
  - a. **NHSBA Resolutions**
  - b. **2<sup>nd</sup> Read Policy/Adoption (Board Vote Required)**
    - IKFB – Graduation Regalia (pg. 20)
9. **New Business**
  - a. **1<sup>st</sup> Read Policy**
    - IMDA – Patriotic Exercises (pg. 21)
  - b. **Voting at Pierce School**
  - c. **Admin Evaluation** (pg. 22-33)
10. **Public Comment**
11. **Approval of Manifests (Board Vote Required)**
12. **Non-Public Session: RSA 91-A:3,II (If Required)**
  - a. **Negotiations**
  - b. **Personnel**

### MISSION STATEMENT

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

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**  
**106 Hancock Road**  
**Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, September 20, 2016**

**School Board Meeting**

**SAU Office**

**7:00 p.m.**

**BOARD**

Rich Cahoon, Dick Dunning,  
Bernd Foecking, Janine Lesser,  
David Martz, Stephan Morrissey,  
Kristen Reilly, Pierce Rigrod,  
Crista Salamy, Myron Steere

Maeve Newman, Student Rep.  
Lori Groleau, CVEA Rep.

**ADMINISTRATION**

Kimberly Saunders, Supt.  
Dr. Ann Allwarden, Asst. Supt.  
Dr. Rick Matte, Student Services  
Marian Alese, B.A.  
Jim Elder, GBS  
Anne O'Bryant, SMS  
Gib West, CVHS  
Nicole Pease, DCS  
Colleen Roy, GES  
Amy Janoch, GES

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

Myron Steere called the meeting to order at 7:02 p.m. The Pledge of Allegiance was recited.

**2. Accept School Board Meeting Minutes (Board Vote Required)**

**a. September 6, 2016**

Stephan Morrissey moved to accept the minutes of September 6, 2016. Dick Dunning second. Unanimous.

**3. Points of Pride**

Kimberly Saunders shared various Points of Pride as reported to her by administrators.

**4. Public Comment**

None.

**5. Consent Agenda**

**a. Personnel**

**1) Nominations – Jennifer Ahlquist, Stephanie Smart**

Ann Allwarden asked for the board's approval for these positions.

Stephan Morrissey moved to accept the nominations as presented. Dick Dunning second. Unanimous.

**2) Retirement – Joan Lavoie Tazelaar - June 2018**

Stephan Morrissey moved to accept the retirement as read. Dick Dunning second. Unanimous.

**3) Stipends**

Ann Allwarden referenced a list of stipend positions for notification purposes only.

David Martz asked that each category state a sub-total and then a grand total. Confirmed.

**4) Job Description –Careers in Education (1<sup>st</sup> Read)**

Ann Allwarden referenced the job description as a first read. It is not a new job; just a new job description.

**b. Board Requests**

Kimberly Saunders referenced School Board request emails included in tonight's back up.

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

**a. Monthly Events Calendar**

*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.*

A public hearing was scheduled for October 4<sup>th</sup> for athletics. A School Board Budget Work Session was scheduled for Saturday, November 5<sup>th</sup>.

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

- 1) ConVal High School – students will fly to Ecuador in April 2017 to participate in community engagement, physical challenge, and develop life skills such as teamwork and leadership.

**Stephan Morrissey moved to approve the field trip request. Rich Cahoon second.**

Questions were posed about student accessibility, costs, and the option to cancel without loss should the need arise.

**Stephan Morrissey called the vote.**

**Bernd Foecking opposed. All others in favor. Motion carried.**

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

- 1) The ConVal School District requests authorization to accept a gift/donation totaling \$14,392.00 from The Peterborough Area Youth Soccer for the purpose of enhancing or creating an outdoor soccer space.

**Stephan Morrissey moved to accept the donation with thanks.**

Marian Alese reported that the amount may be more. Up to \$15K would be her suggestion.

**Stephan Morrissey amended his motion to read “up to \$15K”. Dick Dunning second.**

**Stephan Morrissey moved to accept the donation up to \$15,000 with thanks. Dick Dunning second. Dick Dunning wanted to assure the changes related to allocation were accepted by this organization.**

**Stephan Morrissey moved to amend his motion as discussed in Budget & Property Committee.**

This group plays primarily at PES but they are not adverse to a different location. It is likely that is where it will be located.

**Second. Unanimous.**

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

- 1) The ConVal School District requests authorization to accept a gift/donation totaling \$2,275.00 from the New Hampshire Arts Council for the purpose of supporting an artist residency with Marek Bennett on environmental science and civic engagement.

**Stephan Morrissey motioned to accept the donation with thanks. Dick Dunning second. Unanimous.**

**e. Summer and Opening Days Professional Development – Ann Allwarden & Kimberly Saunders**

Ann Allwarden shared information about curriculum work and summer professional development. Curriculum Mapping and Development, Substance Abuse Task Force work, Responsive Classroom Training, and Summer Summit were just a few of the offerings that staff worked and trained in. The process of curriculum mapping was shared.

Beginning of Year PD Days included work in math at the elementary level. The middle school focused on competencies and key elements of learning. The high school focused on 21<sup>st</sup> Century Learning Skills, trained on a new student information system called PowerSchool, and worked on rubrics on active reading and problem solving. On October 20<sup>th</sup> a viewing of “Most Likely to Succeed” will be shared which looks at the delivery of rich learning opportunities and different ways to assess student learning.

The board asked for a demo on PowerSchool. Confirmed.

**f. NHSBA Resolutions**

Kimberly Saunders shared the NHSBA resolutions.

Rich Cahoon recommended that no action be taken on the resolutions. The board may consider writing a proposed resolution.

**Rich Cahoon moved to take notice of the resolutions. Stephan Morrissey second. Unanimous.**

Rich Cahoon volunteered to work as the liaison to work on any proposed resolution. Email any thoughts for proposed resolutions to Kimberly and Rich by the end of the week.

**g. Study Recommendation**

Kimberly Saunders referenced Policy LC, which directs any study that involves our students, come before the board. RENEW is a program that involves students. It is a valuable program. Ms. Saunders said that this is in conjunction with UNH and the goal is to better understand the effects of the RENEW Program.

**Stephan Morrissey moved to participate in this study. Dick Dunning second.**

Rich Cahoon noted that paragraph three requires advanced consent for participation from students and staff. Kimberly confirmed. This is an academic study involving major research. It is a well-established study.

**Unanimous.**

**h. Executive Summary**

Kimberly Saunders reported that she has included her report to board members in tonight's backup. In addition, the press release for surplus information has been drafted. Ms. Saunders asked for the board to review and give input to her by tomorrow.

## 7. Reports

### a. Student Representative – Maeve Newman

Maeve Newman reported that Student Council held their retreat and planned out the rest of the year. On Friday, the first ConVal games took place in the form of a competition of grades. Friday night was the second football game. The band played at Harvest Fest. Girl's XC is doing well. CVHS Open House is this Thursday.

### b. Teacher Representative – Lori Groleau

Lori Groleau reported that 5<sup>th</sup> grade GBS students went to Sargent Camp for a team building exercise. SMS 6<sup>th</sup> grade students went up Mt. Washington on the Cog Railway to study weather. In other news, both middle schools held open houses. SMS parents are happy with the third turning lane in the SMS driveway. The teacher's union held their first executive meeting. Listening sessions are being scheduled.

### c. Strategic Plan Committee – Pierce Rigrod

Pierce Rigrod reported financial and education issues were discussed. No responses were received for the financial RFP from vendors. The deadline was extended to November 1<sup>st</sup>. Primex will continue to be met with to consider options for configuration. The Strategic Plan has been updated and posted on the website.

### d. Budget & Property Committee – Dick Dunning

Dick Dunning reported that the soccer donation was discussed at the last committee meeting.

#### 1) CVSD Athletic Trust & Batting Tunnel Discussion (Board Vote Required)

A Public Hearing is needed to expend athletic/co-curricular trust funds.

**Dick Dunning moved to approve the batting cage. Stephan Morrissey second.** The batting cage is an outside setup. **Unanimous.**

Dick Dunning reported a lengthy discussion on the proposed bond in a future year; not this year but possibly next.

## 8. Old Business

### a. Primex Agreement Reauthorization (Board Vote Required)

Marian Alese said that this is a continuation in Primex. A vote is needed to continue with them through 2019.

**Stephan Morrissey moved to accept the Primex contract. Dick Dunning second. Unanimous.**

### b. 2<sup>nd</sup> Read Policy/Adoption (Board Vote Required)

- JBAA – Sexual Harassment – Students

**Rich Cahoon reported receiving no feedback and moved that this be adopted as written. Stephan Morrissey second. Unanimous.**

## 9. New Business

### a. 1<sup>st</sup> Read Policy

- IKFB – Graduation Regalia

Rich Cahoon reported that this policy is a first read. Please send any comments to Policy Committee members as well as Kimberly and Carol.

### b. MS25 School Board Signing – Marian Alese

Marian Alese reported that she has the MS25 and the DOE25 year-end financials. We are going to be returning approximately \$1,068,000. At District meeting, a \$1.3M increase in district assessment was voted. Because of the loss of State revenue, we are returning more than was expected, so district assessment is only going up approximately \$900,000.

Kimberly shared the press release about the surplus being returned to taxpayers.

**Stephan Morrissey moved to accept the press release. Dick Dunning second.**

It was noted that this is a result of hard work on behalf of staff, administration, and the board.

**Unanimous.**

## 10. Public Comment

None.

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

Marian Alese certified that manifests listed totaling \$162,738.60 and Payroll listed totaling \$782,413.66 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.

**Stephan Morrissey moved to accept the manifests as read. Dick Dunning second. Unanimous.**



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

a. Negotiations

b. Personnel

c. Legal Advice

Stephan moved to enter into non-public at 8:22 p.m. in accordance with RSA 91-A:3,II for legal matters. Unanimous on a roll call vote.

David Martz moved to exit non-public session at 8:50 p.m. Unanimous on a roll call vote.

Stephan Morrissey moved to enter non-public session at 8:50 p.m. in accordance with RSA 91-A:3,II for matters of negotiation. Unanimous on a roll call vote.

Motion to exit non-public session at 9:04 p.m. Unanimous on a roll call vote.

Motion to enter into non-public session at 9:04 p.m. in accordance with RSA 91-A:3,II for matters of personnel. Unanimous on roll call vote.

Motion to exit non-public session at 9:27 p.m. Second. Unanimous.

Motion to seal the non-public minutes for negotiations until November 1, 2016, and to seal the minutes of personnel for 5 years. Second. Unanimous.

Motion to seal the non-public minutes for legal purposes for 5 years. Second. Unanimous.

Stephan Morrissey motioned to adjourn at 9:27 p.m. David Martz second. Unanimous.

Respectfully submitted,

Brenda Marschok

OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

October 4, 2016  
Personnel Agenda

June 2018 Retirements:

AES

Linda Tenney

Library/Media Specialist

FES

Mary Ellen Stanley

Grade 2 Teacher

CVHS

Ken Cloutier

Science Teacher

June 2017 Retirements:

FES

Laura Doell

Grade 4 Teacher

## NOTICE OF STIPEND POSITIONS

Name		DAC	Position	Amount	FTE
<b>NON-ATHLETIC</b>					
Cassie	Anderson	GBS	Student Council	\$333.99	0.2
Joan	Bando	GBS	Club - Art	\$647.40	1
Patrick	Cogan	GBS	Music - All State Chorus	\$484.72	1
Patrick	Cogan	GBS	Music - Select Chorus	\$1,909.00	1
Maryanne	Cullinan	GBS	Drama	\$511.28	0.5
Maryanne	Cullinan	GBS	Student Council	\$333.99	0.2
Kathryn	Doherty	GBS	Drama	\$511.28	0.5
Kathryn	Doherty	GBS	Graduation Coordinator	\$484.72	1
Kathryn	Doherty	GBS	Yearbook	\$619.18	0.5
Barbra	Ellis	GBS	Club - Recycling	\$647.40	1
Cari	Gillespie	GBS	Gymnastics	\$796.00	1
Sarah	Hale	GBS	New Hampshire Dance Institute	\$996.00	1
Pete	Ketchum	GBS	Flag Football	\$996.00	1
Pete	Ketchum	GBS	Floor Hockey	\$647.40	1
Ellen	Kidd	GBS	Student Council	\$333.99	0.2
Siobhan	LeClerc	GBS	Graduation Coordinator	\$484.72	1
Siobhan	Leclerc	GBS	Student Council	\$333.99	0.2
Siobhan	Leclerc	GBS	Yearbook	\$619.18	0.5
Jahna	Moncrief	GBS	Music - All State Band	\$484.72	1
Jahna	Moncrief	GBS	Music - All State Orchestra	\$484.72	1
Jahna	Moncrief	GBS	Music - Memorial Day Parade	\$484.72	1
Brenda	Schaefer	GBS	Garden Club	\$647.40	1
Catrina	Young	GBS	Student Council	\$333.99	0.2
<b>SUPPLEMENTAL</b>					
Karen	Fabianski	CVHS	Block 5 - Robotics	\$1,000.00	1
Karrie	Mitschmyer	CVHS	Block 5 - Yearbook Semester 1	\$2,000.00	1
Karrie	Mitschmyer	CVHS	Block 5 - Yearbook Semester 2	\$2,000.00	1
Gil	Morris	CVHS	Block 5 - Robotics	\$1,000.00	1
Deb	Riley	CVHS	Block 5 - Weight Room Instr/Supervision 1st Sem	\$1,500.00	1

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

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**POSITION TITLE:** Careers in Education Teacher/Multiple Levels - High School

**SUPERVISOR:** ATC Director (CVHS)

**QUALIFICATIONS/SKILLS:**

- Certified or certifiable by the New Hampshire State Department of Education under the Education and Training Cluster: CIP 131206
- Bachelor's Degree required, Master's Degree preferred in relevant major
- At least three (3) years of related teaching experience
- Demonstrated understanding of State Department of Education Career Pathway Plans of Study and required program competencies.
- Ability to establish and maintain effective and collaborative working relationships.
- Ability to communicate effectively with co-workers, administration, community members, parents and students.
- Demonstrated evidence of excellent written and oral communication and organizational skills.
- Ability to prioritize goals and work both independently and collaboratively to achieve them.
- Demonstrated experience with evaluating/improving curriculum, instruction and assessment.

**SUMMARY:**

This teaching position will work with students who wish to pursue a career in education from early childhood through secondary levels. Courses taught include Child Growth and Development, Teacher Education 1 and Teacher Education 2.

**DUTIES AND RESPONSIBILITIES:**

- Planning, preparing and delivering lessons from an established curriculum according to the educational needs, abilities and achievement of the all students in the class.
- Discuss with parents, concerns regarding academic performance and behavior as well as communicating success.
- Schedule students to meet during TASC to assist them with organization, study and time management skills.
- Maintain ongoing communication with parents and the greater professional community.
- Be an active member of the Careers in Education/Multiple Levels Program Advisory Committee.
- Attend all required staff and department meetings and professional development

activities.

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

The physical activity of this position

- Seldomly, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Seldomly, Crouching. Bending the body downward and forward by bending leg and spine.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Occasionally, Standing. Particularly for sustained periods of time.
- Seldomly, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Frequently, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Seldomly, Grasping. Applying pressure to an object with the fingers and palm.
- Seldomly, Feeling, Perceived attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of the fingertips.
- Frequently, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

The visual acuity requirements include color, depth perception, and field of vision.

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

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

- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).



Region 14 ATC  
Report to the ConVal School Board

In July 1994 the New Hampshire Department of Education allocated funds for the purpose of constructing and equipping a regional vocational center for the ConVal School District. The Region 14 Applied Technology Center (ATC) opened in the Fall of 1995, providing career and technical education programs for the students of the ConVal, Jaffrey-Rindge, and Mascenic School Districts. Prior to the 2011-2012 school year, the Mascenic School District voted to leave the Region 14 ATC and join the Milford High School Applied Technology Center. The ConVal and Jaffrey-Rindge School Districts are pursuing an extension of a new regional agreement.

Students currently attending ConVal and Conant High Schools are eligible to enroll in any of the nine Career and Technical Education (CTE) programs of study offered at the Region 14 ATC. Eight of these programs are offered at the ConVal campus. This includes the new Firefighter 1/EMT program beginning in the spring of 2017, as well as Graphic Design, Digital Photography and Video Arts, Business Management/Marketing, Computer Networking, Computer Programming and Software Development, Engineering/Mechanical Design, and Careers in Education. The ninth program, Building/Construction Trades, is housed at Conant High School.

The work of the ATC Director and faculty over the past two school years has focused on developing Career Pathways Plans of Study. This involves certificate programs, two- and four-year post secondary opportunities, and increased enrollment and completer numbers. As a result of these efforts, four of the CTE programs offer Running Start/Dual College Credit. The recent hiring of a credentialed Careers in Education teacher will increase Running Start/Dual College Credit offerings to five. The Graphic Design and Firefighter 1/EMT programs each have articulation agreements with colleges. The following table shows the increase in the number of students enrolled in CTE courses and the number of students who have completed programs between 2013 and 2016:

School Year	Enrolled Students	Number of Completers
2013-14	275	59
2014-15	226	31
2015-16	356	83

The focus for the 2016-17 school year will be to review the structure of each Program Advisory Committee as well as the Regional Advisory Committee. These committees consist of private and public sector professionals working in the state and local community.

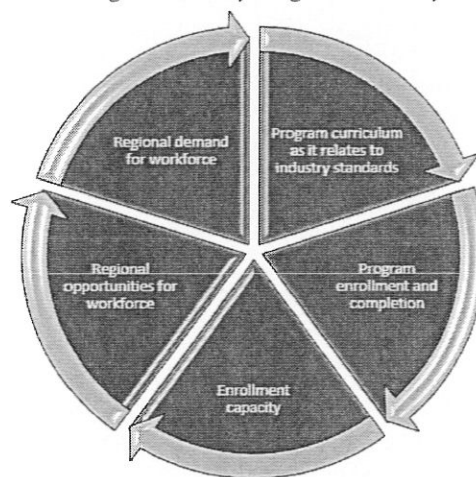
Program advisory committees (PACs) are required by the NH Department of Education(DOE) and are vital to the success of CTE programs as they serve the following functions:

- Provide guidance to help staff solve day-today problems;

- Offer a forum for program stakeholders including school and community partners, business supporters, youth, parents, and volunteers to communicate their opinions, share their expertise, and coordinate services;
- Act as a link between program operations and the Regional Advisory Committee through members who serve on both groups;
- Periodically review program efficacy and needs by examining:
  - o Program curriculum
  - o Industry standards
  - o Program enrollment and completion
  - o Enrollment capacity
  - o Regional demand for workforce
  - o Regional opportunities for workforce

As illustrated in Figure 1, the Program Advisory is tasked with periodically reviewing their Career and Technical Program. This cycle is recursive, and begins by examining the curriculum and competencies of the program and assessing alignment with industry standards. The Program Advisory committee then reviews current enrollment and the number of students that are completing the program, particularly looking for reasons why enrollment may not be as high as anticipated and why students are and are not completing the program as outlined.

Figure 1  
*Program Advisory Program Review Cycle*



Following the review, the Program Advisory Committee examines enrollment capacity for the program paying particular attention to if there is enough capacity for demand or if there is a need to expand capacity. The Program Advisory Committee then looks at present and future workforce opportunities for the program as well as the present and future regional workforce demand. The Program Advisory Committee will then prepare a brief report and recommendation for the the ATC and District(s) administration regarding the present state of the program and the future investments that should be made into the program.

Our Program Advisory Committees and members are:

<b>Program Advisory Committees Region 14 Applied Technology Center</b>	
<b>Program</b>	<b>Members</b>
<b>Building/Construction Trades</b> First meeting 10/31/16	Jack Belletette: Owner Belletettes Inc.
	Larry Pimental: Principal, Conant High School
	Chris Moore: Building Trades Teacher, Conant High School
	George Kitz: Asst. Building Trades Teacher, Conant High School
	Abe Ewing: Woodworking Teacher, ConVal High School
<b>Business/Commerce, General</b> First meeting 10/31/16	Charlotte Clough: Student ConVal High School
	Monique Brock: Manhattan East
	Ernie Belletete: Peterborough Police Department
	Lydia Bean: Peterborough Police Department
	Christine Halvorson: Halverson New Media
	Pelagic Vincent: Freelance – Depot Square Marketing
	Arlene Shows: Independent Contractor – Management/Marketing
<b>Computer Networking/Programming and Software Development</b> First Meeting 10/31/16	Matt Carne: Jr. Programmer, NH Cash
	Chad Echavarria: DYN
	Barbara Bancroft: NCC (Networking)
	David Hubbs: NCC (Software)
<b>Engineering/Manufacturing</b> First Meeting 10/7/16	Joseph Fletcher: Monadnock Paper Mill
	Garrett Cassidy: Engineer New Hampshire Ball Bearing

	Ed Ely: MCC
	Dan Lourachell: MCC
	Seth Richardson: Student ConVal High School
<b>Firefighter 1/EMT</b> First meeting: 8/29/16	Ed Walker: Chief, Peterborough Fire and Rescue Department
	Brian Wall: Deputy Chief, Peterborough Fire and Rescue Department
	Thomas Beaumont: Asst. Chief, Antrim Fire and Rescue Department
	Meredith Lund: Capt. NH Fire Academy
	Eric Bowman: Firefighter Peterborough Fire and Rescue Department/Teacher ConVal HS
	Kendall Mathewson: Nursing Education/Emergency Management Coord. MCH
	John Reitnauer: CTE Director Region 14
<b>Graphic Design</b> First meeting 10/19/16	Leslie Lewis: Website Publicity
	Mike Langley: Langley Web Design
	Rich Mills: Stream Run Studios
	Susan Shute: Susan Shute Design
	Reed Hayes: General Manager Archetype Signworks
	Ingrid Aho: Student ConVal High School
<b>Photo/Video and Photographic Arts</b> First meeting: 10/21/16	Lisa Mann: Education/Counseling and Photography for Non-profits
	Kimberly Kersey-Asbury: St. Anselm College
	Wesley Maggs: Boro Photography
	Brianna Morrissey: BLM Photography

	Ben Conant: Editor, Monadnock Ledger-Transcript
	Ray Wallace: Retired Engineer
	Chuck Bruce: Truly Unforgettable Photography
	Rick Freed: Nashua Community College
<b>Teacher Education, Multiple Levels</b> First meeting: 10/31/16	Amie Patterson - Director, Monadnock Community Early Learning Center
	Jen Christensen - Kindergarten Teacher, Peterborough Elementary School
	Veronica Parker- Senior, Education II
	Cheryl Jessie- Community Member and Occupational Therapist
	Christine Lindner- Speech Therapy Assistant

The Regional Advisory Committee (RAC) looks at the needs of the ConVal and Jaffrey-Rindge communities and suggests the development of new program offerings. The following outlines the process that will be followed when a new CTE program is being considered:

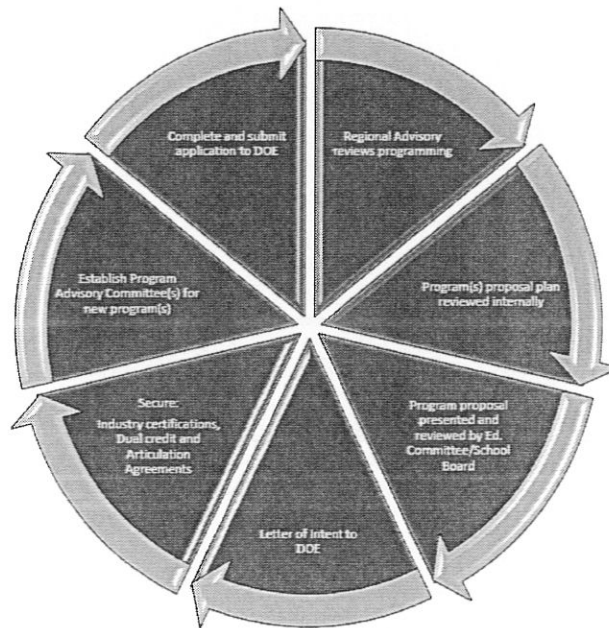
- Regional Advisory Committee recommends addition of a new program based on:
  - Community need
  - Employment trends from information solicited and gathered from
    - Department of Education
    - Department of Labor
    - New Hampshire Economic Development Council
  - Potential enrollment
  - Capacity for the program (facility considerations, community capacity)
- Program proposal plan discussed with Principal and Assistant Superintendent
- New program proposal presented to the Education Committee of the School Board;
- Letter of Intent of a new program submitted to the DOE;
- Secure industry certification, dual credit and articulation agreements;
- Establishment of a Program Advisory Committee;
- Complete and submit application to the DOE by agreed due date.

Similar to the recursive process that is used to examine the individual programs, by the Program Advisory Committees, the Regional Advisory Committee uses a periodic process to examine the overall offerings provided by the ATC and recommend potential new programming opportunities. The Regional Advisory Committee will be responsible for the process that is



illustrated by Figure 2. The Committee will examine what is presently being offered by the ATC and what programs could be added to the ATC that would best serve the students and community. They will begin by looking at information regarding employment trends at both the local, regional, and state levels. By examining trend information from multiple sources they will determine what new programming might be considered. After determining potential offerings, the Committee will look at the potential enrollment for the program, particularly if the present enrollment of the Districts in Region 14 have enough students to support the program. Once it is

Figure 2  
*Regional Advisory Committee Program Development Cycle*



determined that enrollment is viable, the Committee will be responsible for examining the present capacity to offer the program in light of facilities and community support. Recommendations for new programs will then be made to the Districts' administration and following an internal review will be brought to the Education Committee and School Boards.

The Regional Advisory Committee members are:

Regional Advisory Committee Region 14 Applied Technology Center First meeting: 11/10/16	
Ed Walker:	Chief, Peterborough Fire and Rescue Department
Leslie Lewis:	Website Publicity
Lisa Mann:	Education/Counseling and Photography for Non-profits
Chub Whitten:	President, Juniper LLC

*Brooke Charron: Human Resources Manager NHBB
*Stephan Morrissey: ConVal School Board Member
*Rich Paiva: Career Development Specialist, Milford High School
John Reitnauer: CTE Director, Region 14

\*Pending acceptance of invitation

### **Immediate Goals of the ATC program:**

- Develop and implement a Fire Fighter 1/EMT program:

In the spring of 2016, the Mascenic School District decided that it was no longer able to offer Fire Science Program. The Region 14 Regional Advisory Committee and the ATC Director worked together to prepare and present a proposal to the Educational Committee of the Conval School Board. After receiving School Board approval to move forward, the ATC Director sought NH Department of Education (DOE) permission to begin its lengthy, detailed application process. During this process, members of the newly formed Fire Science Program Advisory Committee and the ATC Director collaboratively completed the application and delivered it to the DOE before its specified deadline. The DOE approved the new program in May 2016. The program will begin January 23rd, 2017 at the beginning of the CVHS second semester.

- Prepare for the DOE monitoring visit, which will take place during the 2017-18 school year. This process is designed to review the implementation of the overall CTE program.
- Implement the Program Review Cycle through the established Program Advisory Committees.
- Implement the Program Development Cycle through the established Regional Advisory Committee.
- Consideration of graduation requirements: One required CTE credit for all students.
- STEAM Focus Areas

Science: Reviving the Health Science Program. There is currently a very challenging Anatomy and Physiology course and a Licensed Nurse Assistant (LNA) course offered to Region 14 students. The addition of the Firefighter 1/EMT program continues this alignment. In the future, the Regional Advisory Committee may propose more new Health Science courses, such as biotechnology or microbiology.

Technology: The Computer Programming and Software Development courses are involved with a UNH-Manchester application development program.

Engineering: Engineering Design and Manufacturing is developing a Senior Capstone project with NHBB, as well as aligning curriculum so students can receive a Mechatronics Certification.

Arts: The Graphic Arts and Digital Photography and Videos Arts programs are well established and highly regarded by their industry partners.

Math: Plans are being formulated to redesign the current Business Education Program into a more formal financial business model.

Respectfully submitted  
John C. Reitnauer  
Region 14 ATC Director  
September 30, 2016

# October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 -Policy Comm. @6:00 pm -Public Hearing – 7:00 pm -School Board Mtg. @ SAU following hearing	5	6 Strategic Plan @ 6:30 pm @ SAU	7	8
9	10 District Closed- Columbus Day	11 Budget & Property @ SAU @ 7:00 pm	12 Communications Comm. @ SAU @ 6:00 pm	13	14	15
16	17	18 Policy Committee @ 6:00 pm @ GBS School Board Mtg. @ GBS @ 7:00 pm	19	20	21	22
23	24 Education Comm. @ SAU @ 5:30 pm	25	26	27	28	29
30	31					

# November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Policy Comm. @6:00 pm School Board Mtg. @ SAU @ 7:00 pm	2 Communications @ 6:00 pm @ SAU	3	4	5 School Board Budget Work Session - TBD
6	7	8	9	10 Strategic Plan @ 6:30 pm @ SAU	11 District Closed- Veteran's Day	12
13	14	15 Policy Comm. @ 6:00 pm School Board Mtg. @ SAU @ 7:00 pm	16	17	18	19
20	21	22	23 District Closed	24 District Closed	25 District Closed	26
27	28 Education Comm. @ SAU @ 5:30 pm	29	30			



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

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

Dr. Ann Allwarden  
Assistant Superintendent of Schools  
[aallwarden@conval.edu](mailto:aallwarden@conval.edu)

TO: Contoocook Valley School Board

FROM: South Meadow School Band

DATE: 9/20/16

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The South Meadow <sup>Band</sup> School requests authorization to accept from:

Name/Address: Uplift Music Festival P.O. Box 124

(603) 562-5051 c/o Jessica McCullough West Peterborough, NH 03468

the following gift/donation of: a cash donation valued at \$ 8388.39

for the purpose of: providing color instruments for the SMS

Band program

  
Teaching/Supervising Principal's Signature

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

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

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

## IKFB – Graduation Regalia

Acceptable attire and regalia for graduation ceremonies will be determined by the building Principal, and published in advance in the school handbook. Exceptions and changes will be made only at the discretion of the building Principal.

A student shall have the right to wear a dress uniform issued to the student by a branch of the United States Armed Forces while participating in the graduation ceremony, provided that:

I. The student has fulfilled all of the requirements for receiving a high school diploma in the state of New Hampshire and the school district and is otherwise eligible to participate in the graduation ceremony;

II. The student has completed basic training for and is an active member of a branch of the United States Armed Forces.

A student wearing a dress uniform shall not be required to wear any other piece of regalia, or to wear the uniform in a manner inconsistent with the customs and regulations of his/her branch of service.

The policy language regarding military uniforms shall be included in the school handbook.

### ***Category:***

### **Legal Reference:**

*NHRSA 189:71 Military Uniform*

### ***See also IJOC:***

1<sup>st</sup> Read: September 20, 2016

2<sup>nd</sup> Read: October 4, 2016

Adopted:

## IMDA – Patriotic Exercises

In accordance with federal law, the District shall offer an education program(s) each year on Constitution Day to commemorate the September 17, 1787 signing of the United States Constitution. The Superintendent or his/her designee shall establish administrative guidelines ensuring that the District observes Constitution Day properly and in a manner befitting the importance of the event.

Further, during the weeks of Memorial Day and Veterans Day, the District will devote time for exercises of a patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner.

***Category: R***

### **Legal Reference:**

RSA 189:18, Patriotic Exercises

Section 111 of Division J of Public Law 108-447 (2004)

1<sup>st</sup> Read: October 4, 2016

2<sup>nd</sup> Read:

Adopted:

Building Administrator Evaluation Tool

Administrator: \_\_\_\_\_ School Year: \_\_\_\_\_

☐ Mid-year – Date: \_\_\_\_\_ (by January 15th)

☐ Year-end Summative: \_\_\_\_\_ (by May 1st)

Section I - List personal and professional goals and progress evidence toward meeting goals, Goals should be attached in SMART goal format.

1.

1

Exceeds  
Expectations

2

Meets Performance  
Expectations

3

Did not meet  
Performance  
Expectations

Comments, Identifiers, Evidence, Exemplars

2.

1

Exceeds  
Expectations

2

Meets Performance  
Expectations

3

Did not meet  
Performance  
Expectations

Comments, Identifiers, Evidence, Exemplars

3.

1

Exceeds  
Expectations

2

Meets Performance  
Expectations

3

Did not meet  
Performance  
Expectations

Comments, Identifiers, Evidence, Exemplars

**Section II- Please complete the following rubric related to job performance:**

1. The administrator recognizes and celebrates school accomplishments and acknowledges shortcomings.			
<input type="checkbox"/>	Exceeds Expectations	<input type="checkbox"/>	Meets Expectations
<input type="radio"/>	Frequently recognizes the accomplishments of teachers and staff both as a group and individually.	<input type="radio"/>	Recognizes the accomplishments of teachers and staff both as a group and individually.
<input type="radio"/>	Frequently recognizes and celebrates the accomplishments of students.	<input type="radio"/>	Recognizes and celebrates the accomplishments of students.
<b>Comments/Evidence:</b>			

<b>2. The administrator establishes strong lines of communication with teachers, students and community.</b>			
<input type="checkbox"/>	<b>Exceeds Expectations</b>	<input type="checkbox"/>	<b>Meets Expectations</b>
<input type="checkbox"/>	<b>Does Not Meet Expectations</b>		
<input type="radio"/>	Is always accessible to staff, students, and community.	<input type="radio"/>	Is usually accessible to staff, students, and community.
<input type="radio"/>	Develops highly effective means for staff, students, and community to communicate with one another.	<input type="radio"/>	Develops effective means for staff, students, and community to communicate with one another.
<input type="radio"/>	Always maintains open and effective lines of communication with staff, students, and community.	<input type="radio"/>	Maintains open and effective lines of communication with staff, students, and community.
<b>Comments/Evidence:</b>			
<b>3. The administrator fosters shared beliefs and a sense of school community.</b>			
<input type="checkbox"/>	<b>Exceeds Expectations</b>	<input type="checkbox"/>	<b>Meets Expectations</b>
<input type="checkbox"/>	<b>Does Not Meet Expectations</b>		
<input type="radio"/>	Seeks innovative ways to promote a sense of well being among the school community.	<input type="radio"/>	Promotes a sense of well being among the school community.
<input type="radio"/>	Seeks innovative ways to promote cohesion among the school community.	<input type="radio"/>	Promotes a cohesive community among the school community.
<input type="radio"/>	Seeks innovative ways to develop an understanding of purpose among the school community.	<input type="radio"/>	Develops an understanding of purpose among the school community.
<input type="radio"/>		<input type="radio"/>	Seldom promotes a sense of well being among the school community.
<input type="radio"/>		<input type="radio"/>	Seldom promotes cohesion among the school community.
<input type="radio"/>		<input type="radio"/>	Seldom develops an understanding of purpose among the school community.

<input type="radio"/> Seeks innovative ways to develop a shared vision of what the school could be like based upon well defined ideas and beliefs about education.	<input type="radio"/> Develops a shared vision of what the school could be like based upon well defined ideas and beliefs about education.	<input type="radio"/> Seldom develops a shared vision of what the school could be like based upon well defined ideas and beliefs about education.
<input type="radio"/> Effectively promotes positive relationships with students, staff, and parents.	<input type="radio"/> Maintains positive relationships with students, staff, and parents.	<input type="radio"/> Seldom maintains positive relationships with students, staff, and parents.
<input type="radio"/> Frequently is visible and has meaningful contact with students, staff, and parents.	<input type="radio"/> Is visible and has contact with students, staff, and parents.	<input type="radio"/> Seldom is visible or has contact with students, staff, and parents.
<b>Comments/Evidence:</b>		
<b>4. The administrator manages a safe and secure school in order to maximize instructional time for teachers and students.</b>		
<input type="checkbox"/> <b>Exceeds Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Does Not Meet Expectations</b>
<input type="radio"/> Initiates, establishes and reinforces clear structures, procedures and rules that maximize instructional time for teachers and students.	<input type="radio"/> Provides and reinforces clear structures, procedures and rules that maximize instructional time for teachers and students.	<input type="radio"/> Seldom provides or reinforces clear structures, procedures and rules that maximize instructional time for teachers and students.
<input type="radio"/> Initiates, establishes and reinforces clear structures, rules and procedures for student behavior management.	<input type="radio"/> Provides and reinforces clear structures, rules and procedures for student behavior management.	<input type="radio"/> Seldom establishes or reinforces clear structures, rules and procedures for student behavior management.
<input type="radio"/> Initiates, establishes and reinforces routines for the effective running of the school that staff understand and follow.	<input type="radio"/> Provides and reinforces routines for the effective running of the school that staff understand and follow.	<input type="radio"/> Seldom establishes or reinforces routines for the effective running of the school that staff understand and follow.



<input type="radio"/> Effectively monitors school compliance with all district and state mandates.	<input type="radio"/> Complies with all district and state mandates.	<input type="radio"/> Seldom ensures the school complies with all district and state mandates.
<b>Comments/Evidence:</b>		
<b>5. The administrator adapts his or her leadership behavior to the needs of the current situation.</b>		
<input type="checkbox"/> <b>Exceeds Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Does Not Meet Expectations</b>
<input type="radio"/> Establishes mechanisms or protocols that encourage people to express diverse opinions contrary to those held by individuals in positions of authority.	<input type="radio"/> Encourages people to express diverse opinions contrary to those held by individuals in positions of authority.	<input type="radio"/> Seldom encourages people to express diverse opinions contrary to those held by individuals in positions of authority.
<input type="radio"/> Deliberately and effectively adapts leadership style to the needs of specific situations.	<input type="radio"/> Adapts leadership style to the needs of specific situations.	<input type="radio"/> Seldom adapts leadership style to the needs of specific situations.
<input type="radio"/> Anticipates issues in the school that have not surfaced but could create discord.	<input type="radio"/> Is aware of issues in the school that have not surfaced but could create discord.	<input type="radio"/> Seldom is aware of the issues in the school that have not surfaced but could create discord.
<b>Comments/ Evidence</b>		

6. The administrator establishes clear goals and keeps those goals in the forefront of the school's attention.			
<input type="checkbox"/>	<b>Exceeds Expectations</b>	<input type="checkbox"/>	<b>Meets Expectations</b>
<input type="radio"/>	Facilitates the establishment of rigorous and attainable goals for (staff) students.	<input type="radio"/>	Maintains rigorous attainable goals for all (staff) students.
<input type="radio"/>	Facilitates the establishment of rigorous, attainable goals for curriculum, instruction and assessment practices within the school.	<input type="radio"/>	Maintains rigorous attainable goals for curriculum, instruction and assessment practices within the school.
<input type="radio"/>	Establishes high, attainable goals for the general functioning of the school.	<input type="radio"/>	Maintains high, attainable goals for the general functioning of the school.
<b>Comments/Evidence:</b>			
7. The administrator involves teachers in the design and implementation of important decisions.			

<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
<input type="radio"/> Establishes procedures that provide opportunities for teachers and staff input on all important decisions.	<input type="radio"/> Provides opportunities for teacher and staff input on all important decisions	<input type="radio"/> Seldom provides opportunities for teacher and staff input on all important decisions
<input type="radio"/> Establishes procedures that provide opportunities for teachers and staff to be involved in developing school practices.	<input type="radio"/> Provides opportunities for teachers and staff to be involved in developing school practices.	<input type="radio"/> Seldom provides opportunities for teachers and staff to be involved in developing school practices.
<input type="radio"/> Establishes procedures that use leadership teams in decision-making.	<input type="radio"/> Uses leadership teams in decision-making.	<input type="radio"/> Seldom uses leadership teams in decision-making.
<b>Comments/Evidence:</b>		
8. The administrator is knowledgeable about current curriculum, instruction and assessment practices.		
<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
<input type="radio"/> Possesses and frequently shares extensive knowledge about effective curricular, instructional, and assessment practices.	<input type="radio"/> Possesses knowledge about effective curricular, instructional, and assessment practices.	<input type="radio"/> Seldom demonstrates knowledge about effective curricular, instructional, and assessment practices.
<input type="radio"/> Frequently provides conceptual guidance regarding effective classroom practices.	<input type="radio"/> Provides conceptual background for effective classroom practices.	<input type="radio"/> Seldom provides conceptual guidance regarding effective classroom practices.

<input type="radio"/> Works actively to prioritize systematic discussion regarding current research and theory on effective teaching and learning.	<input type="radio"/> Fosters systematic discussion regarding current research and theory on effective teaching and learning.	<input type="radio"/> Seldom fosters systematic discussion regarding current research and theory on effective teaching and learning.
<b>Comments/Evidence:</b>		
<b>9. The administrator assesses the effectiveness of school practices and their impact on student learning and growth.</b>		
<input type="checkbox"/> <b>Exceeds Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>	<input type="checkbox"/> <b>Does Not Meet Expectations</b>
<input type="radio"/> Analyzes and responds to the effectiveness of the school's curriculum, instructional, and assessment practices.	<input type="radio"/> Monitors the effectiveness of the school's curriculum, instructional, and assessment practices.	<input type="radio"/> Seldom monitors the effectiveness of the school's curriculum, instructional, and assessment practices.
<input type="radio"/> Makes systematic and frequent visits to the classroom and provides meaningful feedback to staff members, including developing and monitoring improvement recommendations and if necessary corrective improvement plans/documentation.	<input type="radio"/> Makes systematic and frequent visits to the classroom, generates corrective plans and documentation as needed.	<input type="radio"/> Seldom visits classrooms.
<input type="radio"/> Analyzes and responds to the impact of the school's practices on student achievement.	<input type="radio"/> Remains aware of the impact of the school's practices on student achievement.	<input type="radio"/> Is unaware of the impact of the school's practices on student achievement.
<input type="radio"/> Administers highly effective supervision and evaluation process for all teachers and staff in a timely way.	<input type="radio"/> Administers effective supervision and evaluation process for all teachers and staff in a timely way.	<input type="radio"/> Is ineffective in administering supervision and evaluation process for

		all teachers and does not follow evaluation procedures.
<b>Comments/Evidence:</b>		
<b>10. The administrator inspires and leads new and challenging innovations.</b>		
<input type="checkbox"/>	<b>Exceeds Expectations</b>	<input type="checkbox"/> <b>Meets Expectations</b>
<input type="checkbox"/>	<b>Does Not Meet Expectations</b>	
<input type="radio"/>	<p>Inspires teachers and staff to accomplish things that might be beyond their grasp.</p> <p>Acts effectively as the driving force behind major initiatives.</p> <p>Constantly demonstrates positive beliefs about the ability of teachers and staff to accomplish substantial things.</p> <p>Regularly administers a comprehensive assessment and evaluation review of change initiatives.</p>	<p>Encourages teachers and staff to accomplish things that might be beyond their grasp.</p> <p>Is the driving force behind major initiatives.</p> <p>Demonstrates positive beliefs about the ability of teachers and staff to accomplish major initiatives.</p> <p>Administers a comprehensive assessment and evaluation review of change initiatives.</p>
<input type="radio"/>	<p>Seldom encourages teachers and staff to accomplish things that might be beyond their grasp.</p> <p>Seldom is the driving force behind major initiatives.</p> <p>Seldom demonstrates positive beliefs about the ability of teachers and staff to accomplish substantial things.</p> <p>Seldom administers a comprehensive assessment and evaluation review of change initiatives.</p>	
<b>Comments/Evidence:</b>		





<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
<input type="radio"/> Actively seeks resources so that teachers and staff have necessary materials and equipment.	<input type="radio"/> Advocates for teachers and staff to have necessary materials and equipment.	<input type="radio"/> Seldom advocates for teachers and staff to have necessary materials and equipment.
<input type="radio"/> Actively seeks resources so that teachers and staff have professional development opportunities that enhance teaching and learning.	<input type="radio"/> Advocates for teachers and staff to have the professional development opportunities to enhance teaching and learning.	<input type="radio"/> Seldom advocates for teachers and staff to have the professional development opportunities to enhance teaching and learning.
<input type="radio"/> Comprehensively develops a budget that is based upon long term goals that are documented and planned to move the building in a positive direction.	<input type="radio"/> Prepares a budget that is based on annual building goals.	<input type="radio"/> Budget is prepared but line transfers, shortfalls, last minute purchases, and/or surpluses occur because of lack of foresight or planning.
<b>Comments/Evidence:</b>		

\*\*\*\*\*

**Section III – Overall Rating and summary of performance for the academic year. do not need dates here**

<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
---	---	---

**Comments/Evidence:**



Section IV - Comments by Administrator: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation for increase or "outstanding performance award" needs to be documented and submitted to Superintendent separately.

Administrator	_____	_____	Date
Superintendent	_____	_____	Date