OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

BUDGET & PROPERTY

January 10, 2017

SAU Office
7:00 PM

Agenda

Committee Members:

- Dick Dunning, Chair
- Janine Lesser
- Tom Kelly
- David Martz
- Stephan Morrissey

1. **Call to Order**
2. **Approval of Minutes – October 11, 2016**
3. **CVHS Bond Report**
4. **November Expense Report**
5. **November Transfer Requests**
6. **Vehicle Purchase**
7. **Antrim Gym Floor**
8. **Solar Options**
9. **Non-Public Session: RSA 91-A:3,II (If Needed)**

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL DISTRICT

BUDGET & PROPERTY
October 11, 2016
SAU Office
7:00 PM

Minutes

Committee Members:
- Dick Dunning, Chair
- Janine Lesser
- Tom Kelly
- David Martz
- Stephan Morrissey

Committee Present: Dick Dunning, Janine Lesser, Tom Kelly, David Martz (7:05)

Others Present: Kimberly Saunders, Myron Steere, Tim Grossi, Marian Alese, John Jordan (SAC)

1. Call to Order

Richard Dunning called the meeting to order at 7:00 p.m.

2. Approval of Minutes – September 13, 2016

Janine Lesser moved to accept the minutes of September 13, 2016. Tom Kelly second. Unanimous.

3. Daniels Fund Update

Marian Alese reported that she is still waiting for approval for Daniels Fund monies from the AG's office. The Trustees have requested minutes of votes on Trustee Funds.
It is now October and we are still waiting.

4. Revised Budget Assumptions

An updated 2017/2018 Budget Assumptions list of Procedural, Financial and Programmatic assumptions was reviewed (see attached).

5. September 2016 Expense Report

Line 11, Health Insurance, has a surplus of $1.5 M as a result of a change in plans. Marian outlined the changes in plans in terms of deductibles and co-pays.
The district is currently anticipating a $1.6M savings in health insurance because of the change in plans, which is less than what the district paid last year.
Line 16, the appropriation was removed with the intent to use another line account.
Line 25 has had two unfilled positions factoring in. Discussion took place about speech language pathologists and other open positions. How do we attract for these positions? Contracting out is difficult because school districts cannot compete. Contracted staff are viewed as ConVal staff because they work

in our schools, using our supplies, and service our kids. Marian reported that she is looking to transfer $250,000 for two positions for contracted services.
Marian Alese asked to transfer from line 77 to line 33.

6. Transfer Requests

Marian Alese reviewed the October 2016 Transfer Requests included in the packet. School Board approval is required. Consensus to bring to the board.

Remaining lines appear to be where they should be.
Line 45 is $12K over as a result of an incorrect number being brought forward.
Line 75, transfer to food service, $75,000 was agreed upon. The overall loss is anticipated to be higher but this was agreed upon.

The bus contract was discussed briefly in terms of years remaining.

Food Service was briefly discussed. Dick Dunning asked what our uncollectible food service totaled. Approximately 600 students access Free & Reduced Lunch.

Security System Update – Tim Grossi
Tim Grossi reported that all but two schools have magnetic releases at the doors. The remaining two will be installed this week. Card access control will be implemented at one school for a test run next week, with the remaining schools to follow. Dick Dunning recommended that fire, police etc. be part of the rollout. Fire and police currently have access now by key. Discussion ensued.
A visitor badge system is being reviewed. It would help determine which visitors are still in the building in the event of an emergency.
Building access from various groups was discussed.

7. Non-Public Needed Session: RSA 91-A:3,II (If)

None.

Tom Kelly motioned to adjourn at 7:52 p.m. David Martz second.

Respectfully submitted,

Brenda Marschok

Potential Bond Project for ConVal Regional High School: Why it is needed and How it will Improve Teaching and Learning.

Submitted to the ConVal School Board
11/21/2016

Written by:
Marian Alese, Business Administrator
Ann Forrest, Assistant Superintendent
Tim Grossi, Facilities Director
Brian Pickering, CVHS Principal
Kimberly Rizzo Saunders, Superintendent
Carol Young, Science Department Chair

Table of Contents

ConVal Regional High School seeks to inspire students to reach their full potential, to ignite in them a passion for learning, and empower students to be architects of their own learning.

Our Core Values and Beliefs

- fostering a safe environment through positive culture;
- relentlessly pursuing learning, thinking and growing;
- demonstrating respect for self, peers, adults, and the facility;
- ensuring collaboration between students, staff, parents, and community.

The Educational Benefits to our Renovation Project

Introduction

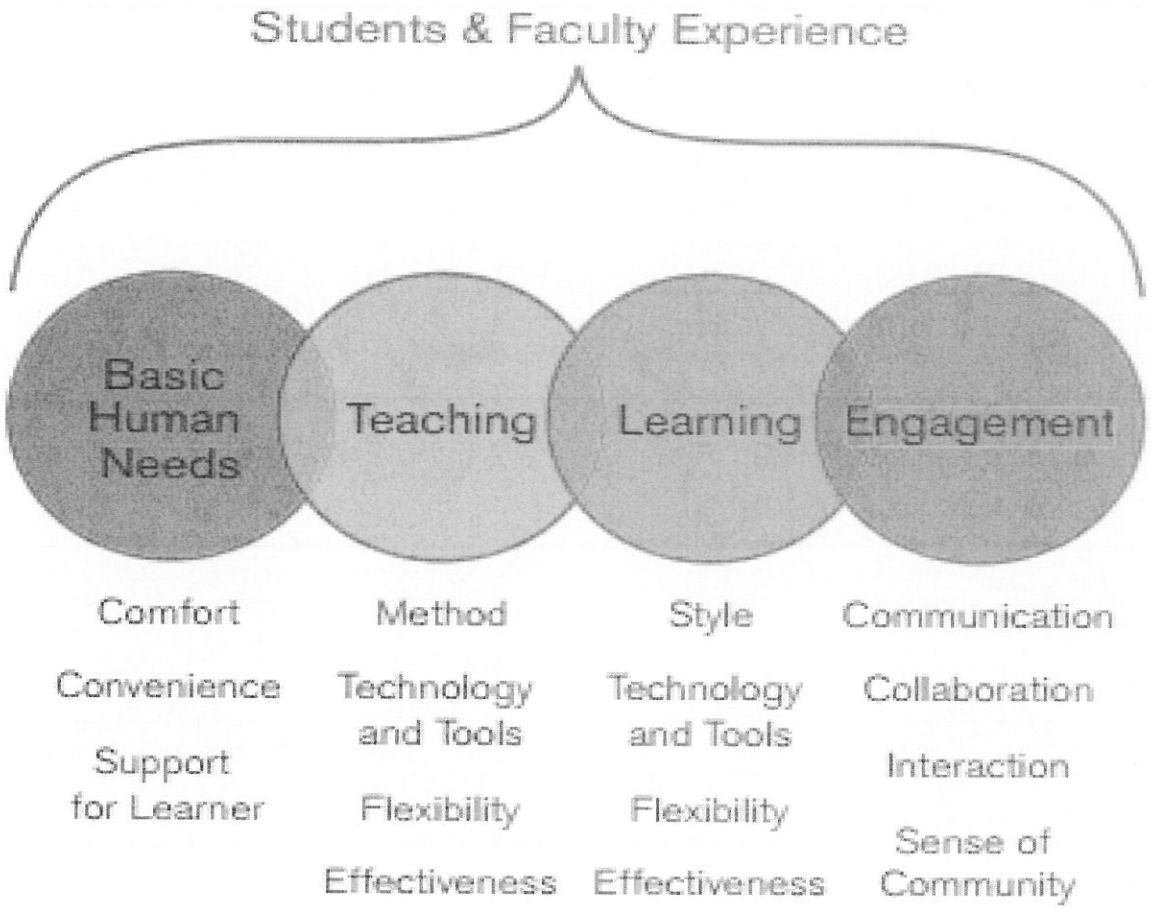
This document is intended to clarify the goals of the potential renovation; how the space is currently being used, why the space needs to be renovated, and how the renovations will support the needs of the building, the goals and objectives of the Strategic Plan, and the long term Vision for the School District.

The renovation will reconfigure 56,117 square feet of the high school at an estimated cost of $80 per square foot for a total of $4.5M. Additional furniture and fixtures may bring the project up an additional 25%, to $5.6M. However, we are still in the process of costing out the individual sections and may be able to phase the project.

New curricular initiatives at ConVal High School will involve updates of current course offerings as well as the exploration of interdisciplinary offerings. Cross-curricular teaching involves the conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The target areas are broadly defined: Science, Technology, Engineering, and Mathematics (STEM) as well as the Humanities and the Arts.

The proposed renovation project will have classroom spaces aligned with courses that will share common lessons and assessments for 21st century skills. For example, shared instructional spaces will allow Social Studies and Language Art to work in collaboration with one another to assure consistent instructional and assessment practices. Shared conference spaces in each area will allow for effective teacher collaboration and Professional Learning Community meetings (George, G., Erwin,T., & Barnes, B., 2009;Shriner, M., Schlee, B. M., & Libler, R., 2010). As outlined in Figure 1, there are 4 areas that need to be considered as we examine spaces for learning, Basic Human Needs, Teaching, Learning, and Engagement.

The proposed project considers each of these and works to improve the facility to best meet the needs of each area.



Adapted from: Miller. H. (2009)

Figure 1

This plan also moves us away from a model where we need to schedule and bring students to a designated computer lab, and into a model where we bring technology into the classrooms. Increased recommended square footage requirements and the elimination of three of our existing labs allows for this transition into our 1:1 technology goal.

In addition, this renovation will bring closure to the remaining accessibility and safety concerns as cited in our 2016 NEASC Accreditation report. (NEASC, 2016)

Vision, and Alignment to the Strategic Plan

SP Goal 1: Student Achievement

Focus Area 1.1 Implement research based learning frameworks, as they relate to content area, teaching strategies, critical thinking, and problem solving skills to increase student learning and achievement. (CVSD, 2015a)

Classroom Spaces 100 Section Integrated Humanities

Goal 1 of the Strategic Plan focuses on improving student learning: "the ConVal School District will provide high-quality educational opportunities for all students that foster academic growth, *the acquisition of identified critical skills,* and the development of dispositions that lead to success in higher education and the workplace" (CVSD, 2015a), and the the ConVal High School Strategic Plan includes the goal of "...enhanced integration of 21st century skills through the use of school-wide rubrics in: *reading, writing, public speaking, use of technology, collaboration, problem solving, self-management, and civic engagement"* (CVSD, 2015b).

Articulated 21st century skills include the ability to understand and articulate key ideas and concepts. These are not independent tasks that are performed separately, but should be combined into meaningful clusters both within and across disciplines. Combining curriculum from two or more disciplines allows students to see how ideas are connected and promotes collaboration among teachers.

Interdisciplinary teaching is a way to address some of the recurring issues in education, such as fragmentation and isolated skill instruction. It supports goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students (Costely, K. C., 2015; Marzano, 1991; Perkins, 1991; Shriner, et al, 2010).

Competency-based education transitions away from seat time (Carnegie unit), in an attempt to develop pathways in which students can progress toward academic mastery of content. The emphasis is on student mastery which can occur in a flexible way outside of the traditional structures of time, place, and pace. Credit can be awarded based on mastery demonstrated through personalized learning opportunities(Sturgis, C., & Patrick, S. 2010; Strugis, C., 2015). The multitude of personalized learning strategies include but are not limited to; online and blended learning, dual enrollment and early college high schools, project-based and community-based learning. These strategies may lead to higher engagement and better student outcomes by increasing content relevance and allowing students the flexibility to learn at their own pace(Clarke, J. 2003; Decorse, C.B., 1996; Dunn, R. et al., 2009).

As we shift to a competency based system, we recognize that students will progress at different rates (Sturgis, C., & Patrick, S. 2010). It is likely that often students in the same classroom will be working on different curricular areas. As students work on performance-based assessments to demonstrate mastery of competencies, they will need to work in learning spaces that enable them to problem solve, communicate, research, and collaborate in large and small groups as

well as individually (Miller, H., 2009). Renovation of instructional space will facilitate the move away from teacher-centered instruction toward student-driven learning by providing more flexibility in the physical classroom. This flexibility is essential to support differentiated instruction that allows teachers to meet the various needs of students that support their learning goals and passions (Erlandson, C & Mcvitte, J., 2001; Geroge, G., et. al., 2009).

Science Labs 200 Section

The renovation project will improve learning opportunities in science by enabling teachers to provide students with a diversity of learning activities in a safe environment. Flexible seating arrangements will allow furniture to be rearranged to accommodate different instructional objectives. New lab benches will be accessible to every student, including those with physical impairments, and make it easier for teachers to monitor students' laboratory practices. Science classrooms will have enough space to allow unimpeded movement of students, teachers, and desks, as well as quick access to safety equipment. Abundant electrical outlets will provide for Chromebooks, Vernier Lab Probes, and other electronic devices to remain charged. Ample storage spaces will allow teachers to effectively store supplies and maintain inventories. Chemicals will be kept in designated areas, away from students and on shelving and cabinets designed to prevent accidental reactions.

On any given day, science students rotate through at least two or three different settings. For example, students may begin class seated in front of the whiteboard with the teacher giving direct instruction to all. Students then move to the lab benches to carry out an experiment with their partners. Afterwards, they work together in a Google document to analyze their results, then return to their individual desks for a formative assessment and the closure of class. On another day, students may visit several work stations the teacher has set up around the classroom. They then meet in small groups to discuss their findings, and finally report back to the whole class to debrief.

Student Services

SP Goal 4: Best Practices, Facilities, Personnel, Leadership, and Technology

Focus Area 4.8: The School District will provide support for the physical, social, and academic needs of students, staff, and community (CVSD, 2015a).

This renovation proposes to return these spaces to use by school counselors, 504 support services, and other academic support services. The location of these spaces would be more central to the general population.

The reorganization of our counseling offices is in large part to create classroom space for our our STEM wing and renovation of science labs. The current counseling office spaces are in an original science classroom that was converted with temporary walls several years ago. The move to the current space for special education can occur because of our implementation of Schoolwide Integrated Framework for Transformation(SWIFT) and our vision of creating learning environments in which all children have the opportunity to learn and succeed

(Saunders, K. & Forrest, A., 2015). The space and square footage for our counselors would allow for private students meetings, parent meetings, work with students on our Naviance program and small group meetings. The counseling space would also be more centrally located to better coordinate with other service providers such as Dean of Students, School Psychology, Transition Coordinator and Administrative team.

Administrative Section

This renovation proposes to relocate the ATC Director's office closer to the original ATC entrance, restoring former ATC square footage to its original designation. Work space for administrative staff would have less foot traffic, allowing assistants to work with less distractions.

This plan also better utilizes our existing square footage allowing for a separate access to our Dean of Students, the In School Suspension Coordinator and Culture Monitor. The Dean of Students can have student and parent meetings, work space for students and teacher meetings related to student discipline and safety with complete privacy, and separate for the normal day-to-day interactions in the front office.

Also included in this reorganization would be office space for our school psychologist and transition coordinator. These roles work closely with our Dean of Students and Director of Special Services and Counseling. These offices would be located in close proximity to each other thereby facilitating communication, collaboration, and coordination of services to students.

Fire Science

SP Goal 1: Student Achievement

Focus Area 1.4 The School District will prepare students to participate fully in their careers and workplace experiences. (CVSD, 2015a)

In 2012-13 the Career and Technical Bureau of the NH Department of Education indicated that some of the existing programs in the ATC did not meet current standards of excellence and were in need of improvement. Concurrently, enrollment in ATC courses declined from an average of 477 students during the 2010-11, 2011-12, and 2012-13 school years to 243 in 2013-14 and a low of 191 at the beginning of 2014-15.

Starting in 2014-15, the ATC started to work with an outside consultant, Dr. Rosabel Deloge, to:

- revise and improve curricular offerings to meet again expectations of excellence
- develop more clearly delineated career pathways
- sequence ATC courses to optimize completer program options
- maximize dual-credit options for completers (running start program)
- transition to a competency-based model

The early results of this work were presented, as an interim report, to the Education Committee on June 22, 2015, including an increase to 371 students interested in taking ATC courses by the end of 2014-15. Further expected enhancements and possible new ATC additions included an

emergency medical technician (EMT) pathway, in addition to the existing LNA program, in health careers.

Greater Equity and Inclusion

SP Goal 1; Student Achievement
Focus Area 1.2 The School District will implement a fully inclusionary and equitable model across all school buildings. All students will be included fully in the general education experience to the greatest extent possible.

ConVal High School is transitioning to a co-teaching model and process. By doing so this will enhance the implementation of inclusionary practices (CITE). This shift in orientation has students with different abilities participating in, to the fullest extent possible, general classroom instruction.

One of the most striking effects of the implementation of inclusionary education is the contribution it makes to the education of all students. Inclusionary schools improve the academic performance of all students because of improved teaching methods, a focus on meeting the individual needs of all students, and a redeployment of skilled personnel throughout the building where they are available to assist students who need their help. Furthermore, students are better prepared for their future in an inclusive world (McTaggart, N. L., & Burke, E. P. 1994).

The renovation project will open access for all students to a differentiated learning environment, integrating our special education teacher work spaces throughout the building, as well as relocating areas for academic support. Having students working in areas of collaboration with all students and teachers is supported by the proposed location of the classroom spaces and co-teacher work spaces. In addition to the classroom spaces, the Dean of Students, Culture Monitor, and ISS would be located more closely to Student Support Services and the main part of the school.

Upgrades to the science labs will also include the installation of casework that provides for unrestricted accessibility.

This redesign will help provide both academic (flexible pacing and grouping) and adaptive (assistive technologies, related services, and personal assistance providers) supports needed to receive an appropriate education. Building a more responsive learning environment may better engage gifted and talented learners (McLeskey, J., & Waldron, N. L. 2002).

As all students are more fully integrated into general education classrooms, there is less need for the large amount of space afforded by the current Alternative Program space.

Data, Research and Appropriate State/National Guidelines

Classroom Spaces 100 Section Integrated Humanities

Curriculum integration has been defined as organizing subject matter in a way that combines disciplines. (Malik & Malik, 2011). Integrating curriculum allows students to make connections across subjects, while emphasizing unifying concepts and the relationship to real life experiences. (Shriner, Schlee, and Libler, 2010)

Science Labs 200 Section

Upgraded science labs will facilitate teachers' abilities to engage students in the seven Next Generation Science Standards (NGSS) Science and Engineering Practices of: a) asking questions, b)using models, c)designing and carrying out investigations,d) analyzing data, e)constructing explanations, f)engaging in argument from evidence, and g) obtaining, evaluating, and communicating information (http://www.nextgenscience.org/). Science teachers will be able to employ a variety of instructional strategies including whole group instruction, small group work, and individual practice in both the laboratory and the desk spaces.

Student Services

Student learning can be greatly impacted by the support systems in place for that student. In a 2013 study conducted for the New Jersey Council of County Colleges, researchers found that strong student services have a long-term impact on student learning and the value of education across their life (Ford, R., et al., 2013).

Administrative Offices

Ed 321.12 Standards for Support Space

- (b) The following standards shall apply to offices:
    - (1) The school principal, each assistant principal (Dean of Students and Faculty), and each school counselor shall be provided a private office;
    - (2) The chief building maintenance individual, chief food service individual, and each administrative staff person shall be provided with administrative space exclusive of storage space and waiting areas;
    - (3) All offices and administrative areas shall be provided with sufficient furniture appropriate to the work performed at that location; and
    - (4) The minimum total amount of administrative office space in a school building shall be 1200 square feet. The minimum size shall be based on an administrative staff of 6 individuals. For schools with more than 6 staff members who require office space, the minimum total amount of administrative office space shall be increased by 120 square feet for each additional person requiring a private office and by 60 square feet for each additional person in an open office arrangement.

Music and Faculty Workspace

Ed 321.21 Acoustics.

- (a) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools-2002.
- (b) The school district may request a waiver under Ed 321.30 for meeting or exceeding the requirements in Ed 321.21(a) for educational spaces.
- (c) Compliance with the acoustics standard shall be certified in writing by the lead architect or engineer.

Ed 321.12 Standards for Support Space

- (e) Each teacher shall be provided with at least 64 square feet of shared administrative space to be used for lesson preparation and grading student work during periods when that teacher is not conducting classroom instruction. Shared administrative space shall include a desk or other work surface, a seat, and task lighting. This requirement may be fulfilled within educational space if that space is exclusively assigned to one teacher. (Ed 321.12)

Classrooms in the 100's section to become integrated Humanities (21,103 S.F.)

Historical Overview of section of building:

Part of the original design in 1970, this space was originally created for teacher-centered instruction, rather than active and collaborative learning spaces. It includes areas that were once open-concept resource centers and now contain temporary walls so that the space(s) may used as classrooms.

Present State of section of building

The 100 section is currently used for world language, social studies, and science, and contains the original faculty room. There are multiple disciplines sharing space as a result of circumstance, rather than design. There are multiple temporary classroom spaces that have walls that do not reach the ceiling.

ConVal science classrooms and chemical storage room lack adequate safety equipment, and are out of compliance with ADA regulations, due to laboratory bench height and work space. There is one air exchange hood in the chemistry classroom that is outdated and noisy.

The chemical storage room does not meet all National Fire Prevention Association Standard Methods of Fire Tests of Building Construction and Materials, NFPA 251-1969. Openings from the chemical storage room to adjacent classrooms do not have four-inch raised sills, self-closing fire doors, an open-grate trench, or an approved ventilation system. Flammable chemical storage cabinets are vented directly to the chemical storage room. The chemical storage room does not have direct access to goggles, deluge shower, nor eyewash station (NEASC 2015).

Air handling units in rooms 101,104,106,108,114, and 116 have not yet been replaced, and have reached the end of their useful life.

Proposed changes to section of building

The proposal is to convert this section of the building into the Humanities wing (Social Studies, English, and World Language).

Estimated Cost for this Section: TBD, with Hutter estimator at time of writing

Classrooms in the 200's to become STEM (20,953 S.F.)

Historical Overview of section of building:

Also part of the original structure built in 1970, this space was originally designed for math and other classrooms, housed the library, and guidance department.

Present State of section of building:

Currently, this space is being used for physics, math, english, earth science, and school counseling. As in the 100 section, we have multiple disciplines sharing a space as a result of circumstance, rather than by instructional purpose. Furniture and fixtures are antiquated.

As noted above, ConVal science classrooms and chemical storage room lack adequate safety equipment, and are out of compliance with ADA regulations, due to laboratory bench height and work space. There is one air exchange hood in the chemistry classroom that is outdated and noisy.

The chemical storage room does not meet all National Fire Prevention Association Standard Methods of Fire Tests of Building Construction and Materials, NFPA 251-1969. Openings from the chemical storage room to adjacent classrooms do not have four-inch raised sills, self-closing

fire doors, an open-grate trench, or an approved ventilation system. Flammable chemical storage cabinets are vented directly to the chemical storage room. The chemical storage room does not have direct access to goggles, deluge shower, nor eyewash station (NEASC 2015).

Air handling units in this area have been recently upgraded. As noted above, science classrooms lack adequate safety equipment and are out of compliance with ADA standards.

Proposed changes to section of building:

New science and math wing will result in consistency with national best practice in STEM instruction which calls for the intentional integration of two or more of the STEM fields (Laboy-Rush 2011).

Estimated Cost for this Section:TBD, with Hutter estimator at time of writing

Present Special Education to become Student Services (4,054 S.F.)

Historical Overview of section of building:

This space was designed to accommodate accounting, bookkeeping, and typing spaces. A 2002 renovation was done to accommodate updates to computer labs.

Present State of section of building:

Currently the space is being used for academic support, special education offices and conference areas. This section of the building is in relatively good shape. Furniture and fixtures are adequate.

Proposed changes to section of building:

This renovation proposes to return these spaces to use by school counselors, 504 support services, and other academic support services. The location of these spaces would be more central to the general population.

Estimated Cost for This Section:TBD, with Hutter estimator at time of writing

Present Admin Configuration to be reconfigured (2,339 S.F.)

Historical Overview of section of building:

There were minor renovations to this space in 1995, when the administrative wing was extended to accommodate the offices for the ATC Director and Administrative Assistant.

Present State of section of building:

This section of the building has new controls, but older air handling equipment that is past its life expectancy; scheduled to be replaced in next 12 - 24 months.

Flooring has been replaced intermittently.

Proposed changes to section of building:

Proposed to reorganize space to include room 409 which has been and is being used as a Math classroom. This reorganization would allow our Career and Technical Director and his assistant to have their own space to more effectively focus on the various aspects of the strategic plan as it relates to C.T.E. It also allows the CTE assistant to be in closer proximity to the High School Special Education Director which is also a part of this assistant's job responsibilities.

Estimated Cost for this Section: Estimated Cost for This Section:TBD, with Hutter estimator at time of writing

Present ESP to become New Fire Science space (4,285 S.F.)

Historical Overview of section of building:

Built in 1995 and designed to support a daycare center as part of the Applied Technology Center for Region 14.

Redesigned in 2014 to support a district program for students with emotional disabilities

Present State of section of building:

Currently houses the Emotional Support Program for high school students identified with emotional disabilities.

Proposed changes to section of building:

Currently, the new fire science program does not have space designed for its unique instructional methods and storage needs. This section of the building will also contain small conference spaces, and will return space to ATC use.

Estimated Cost for this Section:TBD, with Hutter estimator at time of writing

Present 300, Social Studies to become expanded Music and Faculty collaboration workspace (3,383 S.F.)

Historical Overview of section of building:

Classroom space originally used for Home Economics and Life Skills was refurbished in to be used as Social Studies classrooms. Original Nurse's office refurbished in 2002 to use room for In School Suspension and later, 504 Support. Band and chorus rooms original to building, including instrument lockers and sound deadening panels.

Present State of section of building:

The NH DOE Standards for Educational Space require a minimum classroom size of 800 S.F., or 32 S.F. per student, for general purpose classrooms. The former Nurse's office/ISS/504 Support room is 429 S.F., too small to be considered a classroom (Ed 321.10.i).

Noise travels between current social studies classrooms, distracting students and teachers.Noise from the band room can be heard into the 100's and in the Main Office on the floor above. Recommended space for Band and Chorus is measured by cubic volume because sound travels in three dimensions. Inadequate cubic volume results in high sound pressure (measured in decibels) and can lead to hearing loss. Musical ensembles can reach volumes of 100 dB; the Occupational Safety and Health Administration (OSHA) maximum acceptable level of noise in the workplace without hearing protection is 90 dB.

To ensure adequate cubic volume, a band room should have 550-700 cubic feet (C.F.) per musician, while a chorus room should have 350-500 C.F. per musician (Meyer, 2013).
The current band room measures 24,833 cu.ft, with the largest class size being 71 students. This computes to 350 C.F. per band musician. The current chorus room measures 13,364 cu.ft, with the largest class size being 60 students. This computes to 223 C.F. per choral musician.

Proposed changes to section of building:

Remove social studies rooms to section 100, into the integrated Humanities wing. Expansion of the existing spaces to meet compliance, and add faculty collaboration workspaces.

Estimated Cost for this Section: Estimated Cost for this Section:TBD, with Hutter estimator at time of writing

Conclusion

"A well constructed new school building should provide service for about 50 years with normal maintenance and replacement of equipment. A properly done major renovation project should add about 25 years to the life of an older building" (NH DOE, 2005).

The renovation project will support the implementation of the ConVal Strategic Plan and implementation of a competency-based education model across all of our programs and the ability to implement a contemporary STEM curriculum. Additionally, it will increase our ability to assure students benefit from inclusionary instructional practice and the enhanced integration of technology

As a result of these improvements, our students will benefit from a revitalized curriculum, updated facilities, and collaborative spaces, that will ensure that they are for college and career upon graduation.

References:

CHAPTER Ed 300 ADMINISTRATION OF MINIMUM STANDARDS IN PUBLIC SCHOOLS Retrieved from http://www.gencourt.state.nh.us/rules/state_agencies/ed300.html

Clarke, J. (2003). Changing Systems to Personalized Learning. The Education Alliance at Brown University: Providence.

ConVal School District (2015). ConVal Regional School District Strategic Plan. Retrieved from http://schoolboard.convalsd.net/committees/strategic-plan.

ConVal School District (2015). The ConVal Three-Year Plan.

Costley, K. C. (2015). Research Supporting Integrated Curriculum: Evidence for Using This Method of Instruction in Public School Classrooms. *Online Submission*.

Decorse, C. B. (1996). Teachers and the integrated curriculum: An intergenerational view. *Action in Teacher Education*, *18*(1), 85-92.

Dunn, R., Honigsfeld, A., Doolan, L. S., Bostrom, L., Russo, K., Schiering, M. S., ... & Tenedero, H. (2009). Impact of learning-style instructional strategies on students' achievement and attitudes: Perceptions of educators in diverse institutions. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *82*(3), 135-140.

Ford, R., Pando, P., Pfeffer, R., & Simmons, B. M. (2013). Concept paper on student services that support student success and college completion. New Jersey Council of County Colleges Presidents' Council. Retrieved from http://www.njccc.org/wpcontent/uploads/2013/03/NJCCC-SAAG-White-Paper-September-2013.pdf

Erlandson, C., & McVittie, J. (2001). Student voices on integrative curriculum. *Middle School Journal*, *33*(2), 28-36.

George, G., Erwin, T., & Barnes, B. (2009). Learning Spaces as a Strategic Priority. *Educause Quarterly*, *32*(1), n1.

Laboy-Rush, D. (2011). Integrated STEM education through project-based learning. *Learning. com, http://www. rondout. k12. ny. us/common/pages/DisplayFile. Aspx*

Malik, A. S., & Malik, R. H. (2011). Twelve tips for developing an integrated curriculum. *Medical Teacher*, *33*(2), 99-104.

Marzano, R. J. (1991). Fostering thinking across the curriculum through knowledge restructuring. *Journal of Reading*, *34*(7), 518-525.

McLeskey, J., & Waldron, N. L. (2002). School change and inclusive schools: Lessons learned from practice. *The Phi Delta Kappan*, *84*(1), 65-72.

McTaggart, N. L., & Burke, E. P. (1994). Inclusionary Education for Students with Disabilities: Keeping the Promise.

Meyer, D. (2013). Planning Music Suites for Secondary Schools. *The Construction Specifier*. Retrieved from http://www.constructionspecifier.com/planning-music-suites-for-secondary-schools/

Miller, H. (2009). Adaptable Spaces and Their Impact on Learning.

NEASC(2015). Report of the Visiting Committee.

New Hampshire Department of Education. (2005) Manual for Planning and Construction of School Buildings, NHDOE.

Perkins, D. N. (1991). What constructivism demands of the learner. *Educational technology*, *31*(9), 19-21.

Saunders, K.R., & Forrest, A. (2015). Toward excellence for every child.

Shriner, M., Schlee, B. M., & Libler, R. (2010). Teachers' perceptions, attitudes and beliefs regarding curriculum integration. *The Australian Educational Researcher*, *37*(1), 51-62.

Sturgis, C., & Patrick, S. (2010). When Success Is the Only Option: Designing Competency-Based Pathways for Next Generation Learning. *International Association for K-12 Online Learning*.

Sturgis, C. (2015). Implementing Competency Education in K-12 Systems: Insights from Local Leaders. CompetencyWorks Issue Brief. *International Association for K-12 Online Learning*.

Saunders, K. & Forrest, A (2015) Toward Excellence.

November 2016 Transfer Requests **8-Dec-16**

Line		Amount	Line		Amount	Purpose
11	Health Insurance	($67,000.00)	16	HRA Account	$67,000	HRA expenses charged to health line
77	Prior Year Encumbrances	($239,000.00)	34	Structural Repairs	$239,000	CVHS Roof
77	Prior Year Encumbrances	($78,000.00)	37	HVAC repairs	$78,000	CVHS and HES
		($384,000)			$384,000	

2016-2017 Expense Report

8-Dec-16

Line #	Account Number	Description	2016-2017 Budget	2016-2017 Transfers	2016-2017 Adjusted Budget	2016-2017 Expense	2016-2017 Encumbered	Balance		Account Notes
1	21.000.0000.00.110	REGULAR SALARIES	$13,468,205.00	-$288,074.00	$13,180,131.00	$3,674,560.20	$9,390,638.11	$114,932.69	0.87%	
2	21.000.0000.00.111	PARA SALARIES	$2,153,670.00	$8,800.00	$2,162,470.00	$694,257.44	$1,444,113.48	$24,099.08	1.11%	
3	21.000.0000.00.112	ADMIN ASSIST SALARIES	$1,029,225.00	$38,250.00	$1,067,475.00	$414,239.94	$665,678.67	-$12,443.61	-1.17%	Increase to Student Services Position
4	21.000.0000.00.113	CUSTODIAL/MAINTEN SALARIES	$626,430.00		$626,430.00	$235,241.86	$351,039.49	$40,148.65	6.41%	
5	21.000.0000.00.114	ADMINISTRATOR SALARIES	$2,246,548.00	$16,000.00	$2,262,548.00	$933,838.08	$1,327,180.91	$1,529.01	0.07%	
6	21.000.0000.00.115	DEPARTMENT HEADS	$31,500.00		$31,500.00	$8,480.92	$23,019.08	$0.00	0.00%	
7	21.000.0000.00.119	SUPPORT SERVICES	$713,925.00		$713,925.00	$264,783.51	$423,737.17	$25,404.32	3.56%	
8	21.000.0000.00.120	TEMPORARY SALARIES	$871,451.00		$871,451.00	$344,093.86	$241,194.89	$286,162.25	32.84%	
9	21.000.0000.00.130	OVERTIME	$42,500.00		$42,500.00	$18,689.38		$23,810.62	56.02%	
10										
11	21.000.0000.00.211	HEALTH INSURANCE	$6,559,784.00	-$1,223,000.00	$5,336,784.00	$2,333,501.94	$2,382,872.47	**$620,409.59**	11.63%	
12	21.000.0000.00.212	DENTAL INSURANCE	$230,500.00		$230,500.00	$115,479.86	$96,377.66	$18,642.48	8.09%	
13	21.000.0000.00.213	LIFE INSURANCE	$43,000.00		$43,000.00	$18,599.00	$24,400.00	$1.00	0.00%	
14	21.000.0000.00.214	LONG TERM DISABILITY	$49,500.00		$49,500.00	$19,467.30	$30,032.00	$0.70	0.00%	
15	21.000.0000.00.220	FICA	$1,606,014.00		$1,606,014.00	$490,305.97	$971,517.00	$144,191.03	8.98%	
16	21.000.0000.00.225	hRA ACCOUNT		$ 81,000.00	$81,000.00	$80,090.46		$909.54	1.12%	
17	21.000.0000.00.231	NON - TEACH RETIRE	$589,273.00		$589,273.00	$200,927.27	$316,528.56	$71,817.17	12.19%	
18	21.000.0000.00.232	TEACHER RETIRE	$2,370,610.00		$2,370,610.00	$700,383.99	$1,547,923.29	$122,302.72	5.16%	
19	21.000.0000.00.260	UNEMPLOYMENT	$ 52,500.00		$52,500.00		$52,500.00	$0.00	0.00%	
20	21.000.0000.00.270	ADMIN ANNUITY	$14,721.00		$14,721.00	$9,960.00	$4,761.00	$0.00	0.00%	
21										
22	21.000.0000.00.320	PRESENTERS	$17,600.00		$17,600.00	$6,008.40		$11,591.60	65.86%	
23	21.000.0000.00.321	STAFF TUITION	$77,198.00		$77,198.00	$68,640.00		$8,558.00	11.09%	
24	21.000.0000.00.322	STAFF SERVICES	$102,930.00		$102,930.00	$23,878.60	$23,837.00	$55,214.40	53.64%	
25	21.000.0000.00.323	PUPIL SERVICES	$99,805.00	$252,024.00	$351,829.00	$72,474.63	$253,420.92	$25,933.45	7.37%	
26	21.000.0000.00.330	PURCHASED/PROF	$1,341,879.00		$1,341,879.00	$523,158.10	$565,138.10	$253,582.80	18.90%	
27	21.000.0000.00.340	STATISTICAL SERVICES	$30,000.00		$30,000.00			$30,000.00	100.00%	
28	21.000.0000.00.380	SCHOOL BOARD SERVICES	$161,000.00		$161,000.00	$82,324.57		$78,675.43	48.87%	
29										

2016-2017 Expense Report

8-Dec-16

Line #	Account Number	Description	2016-2017 Budget	2016-2017 Transfers	2016-2017 Adjusted Budget	2016-2017 Expense	2016-2017 Encumbered	Balance		Account Notes
30	21.000.0000.00.411	WATER/SEWER	$41,700.00		$41,700.00	$25,746.17	$11,465.77	$4,488.06	10.76%	
31	21.000.0000.00.421	DISPOSAL	$41,400.00		$41,400.00	$15,346.70	$19,983.50	$6,069.80	14.66%	
32	21.000.0000.00.422	SNOW PLOWING	$198,000.00		$198,000.00		$197,500.00	$500.00	0.25%	
33	21.000.0000.00.430	REPAIR/MAINT	$303,130.00	$499,236.00	$802,366.00	$528,050.27	$271,577.36	$2,738.37	0.34%	
34	21.000.0000.00.431	STRUCTURAL REPAIRS	$137,000.00		$137,000.00	$300,078.25	$75,083.79	-$238,162.04	-173.84%	PY Encumbrances Need Transfer
35	21.000.0000.00.432	ELECTRICAL REPAIRS	$ 35,100.00		$35,100.00	$14,569.75	$12,174.31	$8,355.94	23.81%	
36	21.000.0000.00.433	MECHANICAL REPAIRS	$ 71,600.00		$71,600.00	$51,111.86	$16,761.68	$3,726.46	5.20%	
37	21.000.0000.00.434	HVAC REPAIRS	$ 26,500.00		$26,500.00	$82,021.75	$22,416.39	-$77,938.14	-294.11%	PY Encumbrances Need Transfer
38	21.000.0000.00.440	BUILDING RENTAL	$3,500.00		$3,500.00			$3,500.00	100.00%	
39	21.000.0000.00.442	EQUIPMENT RENTAL	$1,000.00		$1,000.00			$1,000.00	100.00%	
40	21.000.0000.00.450	RENTAL	$4,000.00		$4,000.00			$4,000.00	100.00%	
41										
42	21.000.0000.00.510	FIELD TRIP ATHLETIC	$237,230.00		$237,230.00	$72,768.29	$115,555.04	$48,906.67	20.62%	
43	21.000.0000.00.519	PUPIL TRANSPORTATION	$2,303,067.00		$2,303,067.00	$634,712.20	$1,631,043.78	$37,311.02	1.62%	
44										
45	21.000.0000.00.520	INSURANCE	$217,689.00		$217,689.00	$229,755.00		-$12,066.00	-5.54%	
46	21.000.0000.00.530	TELEPHONE /WEB ACCESS	$149,000.00		$149,000.00	$55,757.04	$90,862.35	$2,380.61	1.60%	
47	21.000.0000.00.534	POSTAGE	$ 23,870.00		$23,870.00	$3,580.08	$1,312.80	$18,977.12	79.50%	
48	21.000.0000.00.540	ADVERTISING	$ 20,000.00		$20,000.00	$5,538.38	$19,461.62	-$5,000.00	-25.00%	
49	21.000.0000.00.550	PRINTING	$ 20,800.00		$20,800.00	$5,760.91	$190.00	$14,849.09	71.39%	
50	21.000.0000.00.561	TUITION	$1,591,845.00		$1,591,845.00	$455,966.72	$925,912.22	$209,966.06	13.19%	
51	21.000.0000.00.580	MILEAGE	$88,495.00		$88,495.00	$19,530.79	$12,822.10	$56,142.11	63.44%	
52	21.000.0000.00.590	MISC PURCH SERV	$15,000.00		$15,000.00	$5,939.43	$209.43	$8,851.14	59.01%	
53										
54	21.000.0000.00.622	ELECTRICITY	$439,600.00		$439,600.00	$146,166.81	$269,833.19	$23,600.00	5.37%	
55	21.000.0000.00.623	BOTTLED GAS	$12,450.00		$12,450.00	$3,499.85	$8,688.15	$262.00	2.10%	
56	21.000.0000.00.624	FUEL OIL	$344,843.00		$344,843.00		$344,843.00	$0.00	0.00%	
57	21.000.0000.00.656	PROPANE / GASOLINE	$214,500.00		$214,500.00	$56,284.14	$152,260.97	$5,954.89	2.78%	
58										

2016-2017 Expense Report

8-Dec-16

Line #	Account Number	Description	2016-2017 Budget	2016-2017 Transfers	2016-2017 Adjusted Budget	2016-2017 Expense	2016-2017 Encumbered	Balance		Account Notes
59	21.000.0000.00.610	SUPPLIES	$785,670.00		$785,670.00	$277,456.50	$359,716.50	$148,497.00	18.90%	
60	21.000.0000.00.640	BOOKS	$ 94,335.00		$94,335.00	$23,680.77	$27,476.11	$43,178.12	45.77%	
61	21.000.0000.00.641	PERIODICALS	$22,820.00		$22,820.00	$9,265.08	$1,053.44	$12,501.48	54.78%	
62	21.000.0000.00.649	OTHER INFO SOURCES	$ 3,815.00		$3,815.00	$219.73	$400.00	$3,195.27	83.76%	
63	21.000.0000.00.650	SOFTWARE SUPPORT	$220,076.00		$220,076.00	$171,143.06	$16,289.35	$32,643.59	14.83%	
64	21.000.0000.00.733	NEW FURNITURE	$13,153.00		$13,153.00	$4,863.17	$2,048.47	$6,241.36	47.45%	
65	21.000.0000.00.734	OTHER EQUIPMENT	$2,507.00		$2,507.00	$474.00		$2,033.00	81.09%	
66	21.000.0000.00.737	REPL FURNITURE	$38,980.00		$38,980.00	$19,544.69	$1,000.00	$18,435.31	47.29%	
67	21.000.0000.00.738	REPL EQUIPMENT	$223,864.00		$223,864.00	$125,252.20	$27,934.07	$70,677.73	31.57%	
68	21.000.0000.00.739	NEW EQUIPMENT	$ 30,890.00	$390,000.00	$420,890.00	$14,766.36	$16,825.74	$389,297.90	92.49%	**Board Approved Tech Transfer**
69										
70	21.000.0000.00.810	DUES & FEES	$151,343.00		$151,343.00	$59,993.01	$26,031.03	$65,318.96	43.16%	
71	21.000.0000.00.830	DEBT SERVICE INTEREST	$ 98,595.00		$98,595.00	$49,297.50	$49,297.50	$0.00	0.00%	
72	21.000.0000.00.890	MISCELLANEOUS	$ 57,500.00		$57,500.00	$14,786.31	$4,270.43	$38,443.26	66.86%	
73	21.000.0000.00.910	DEBT SERVICE PRINCIPAL	$360,000.00		$360,000.00		$360,000.00	$0.00	0.00%	
74										
75	21.000.0000.00.930	TRANS TO FOOD SERVICE			$0.00			$0.00	#DIV/0!	
76		**TOTAL**	**$43,174,635.00**	**-$225,764.00**	**$42,948,871.00**	**$14,816,312.05**	**$25,228,209.89**	**$2,904,349.06**		
77		PY ENCUMBRANCES	$1,282,602.00	-$499,236.00	$783,366.00			$783,366.00		
	21.000.0000.00.930	TRANS TO TRUST FUNDS	$ 500,000.00		$500,000.00		$500,000.00	$0.00	0.00%	
78		UNRESERVED FUND BALANCE		$725,000.00	$725,000.00		$725,000.00	$0.00		
79	**Total**		**$44,957,237.00**	**$ 0.00**	**$44,957,237.00**	**$14,816,312.05**	**$26,453,209.89**	**$ 3,687,715.06**	#	