

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Rd.
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, August 21, 2018

SAU Office

7:00 p.m.

AGENDA

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
 - a. July 28, 2018** (pg. 1-6)
 - a. August 7, 2018** (pg. 7-10)
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
 - a. Personnel**
 - b. Job Description: Teacher of the Deaf and Hard of Hearing (2nd Read)** (pg. 11-13)
- 6. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar** (pg. 14-15)
 - b. Model Update**
- 7. Reports**
 - a. Teacher Representative** – Asher MacLeod
 - b. Strategic Plan Committee** – Jim Fredrickson
 - c. ATC Committee** – Stephan Morrissey
 - d. Education Committee** – Crista Salmay
- 8. Old Business**
 - a. 2nd Read Policy (Board Vote Required)** (pg. 16-18)
 - AFB: Evaluation of the Superintendent and Goal Setting
 - IHAMA: Teaching About Alcohol, Drugs, and Tobacco
 - IIB: Class Size
 - b. Food Service Deficit Update**
- 9. New Business**
 - a. Expenditure Report**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Personnel**
- 13. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Negotiations**
- 14. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Legal**

Upcoming Meetings:

Selectmen's Advisory Committee Meeting – Thursday, August 23rd at 7:00 p.m. @ SAU Office
Budget & Property Committee Meeting – Tuesday, August 28th at 5:30 p.m. @ SAU Office
Communications Committee Meeting – Tuesday, August 28th at 7:00 p.m. @ SAU Office

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

**106 Hancock Road
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Retreat/Work Session

NO PUBLIC PARTICIPATION

ConVal High School Library

Saturday, July 28, 2018

8:30 a.m.

MINUTES

BOARD

Rich Cahoon, Richard Dunning,
Jim Fredrickson, Bernd Foecking,
Janine Lesser, Linda Quintanilha,
Pierce Rigrod, Myron Steere,
Jerome Wilson

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Mindy Ryan, B.A.
Ben Moenter, Special Education Dir.
Stephanie Syre-Hager, AES
Kathy Morrocco, BES
Kat Foecking, FES
Nicole Pease, DCS
Amy Janoch, HES
Colleen Roy, GES
Larry Pimental, PES
Gib West, Michelle Voto, Steve Bartsch,
John Reitnauer, Michael Lucow, CVHS
Jim Elder, GBS
Anne O'Bryant, SMS
Tim Grossi, Facilities Dir.
Brian Grattan, Technology Dir.

Myron Steere called the meeting to order at 9:00 a.m. Kimberly distributed to the Board, the four square feedback sheet, and explained that it would help with timely questions and/or suggestions. She did ask that questions be saved until the end of the presentations. Kimberly then spoke to the One Vision, One Direction – Becoming a Model of Education excellence within 5-7 Years, and Strengthening the Foundation and Preparing for Growth. She explained that once the Board had established their goals, the SAU would then be able to create theirs based on those goals. She also stated that the Strategic Plan was still a main focus area.

Schools Goals Presentation

The Elementary principals assembled as a group. Amy Janoch explained that the elementary schools were very similar in math, reading and the behavior goals. The Principals then began to review the handout and explained what occurred in the 2017-18 school year, and what they are hoping to achieve in the 2018-19 school year.

Amy and Colleen spoke to the Elementary Math Goal. Colleen explained that they are seeing math growth every year, and the target for 2018-19 is to see NWEA Math Assessment increase by at least 3%.

Reading – Amy explained that HES did not quite hit the mark in reading, most schools did not. Stephanie explained that some measures were met, but not all. There were varying levels of success. Much discussion ensued regarding Letterland K/1 and how well that is working, and will continue to solidify reading skills. There was also much discussion regarding the family/ community connection to meet goals. How to support student growth with families so they understand and can help support their students.

The Principals also spoke about Karen Mapp from Scholastic. This training is focused on developing relationships with family and communities. Myron asked how this training is measured for success. Stephanie explained it would be measured through surveys and FIA assessment with parents and faculty. Amy explained FIA scores.

NWEA and Maps Analysis – Linda – whole inclusion what does that look like. Amy explained that FIA helps to assist in the same vision for full inclusion. All student are participating in core, in the classroom everyone is getting what they need. Students not meeting expectations are getting additional support. Students on IEPs and those students needing help could be pulled out to get what they need, but everyone is together getting core instruction.

Rich – there is big gap between PTO parents and other parents. How do we engage everyone. Principals replied that the hope is to find additional resources of engagement for all families. Dick – why are parents not engaged, why not feeling invested in school. Can parents reach out to other parents. Could it be they are working or do not feel safe. School may not have been a good experience for them. Next year would like to have an answer why, would like to see what each communities thought as to why. Jim – how do we get them effectively engaged. Kat explained that the work they are doing is bringing them to that outcome. Working on best practices. Amy – you will see effectiveness by student academic success. There's a need for family engagement for academic success.

Kat – spoke to social behavior implementing the Universal Behavior System. She spoke of the work with Eric Mann of SERESC and working together for all elementary schools throughout dist.

Board members voiced concerned about behavior. Some stating they have had more complaints regarding student behavior than in previous year.

There was discussion as to what the value of looking at a universal preschool where kids can be more prepared. Amy – If all kids had effective pre-school they would be ready to learn when coming to school. Staff spends a lot of time in K/1 due to kids not being prepared. Letterland is being implemented in our pre-school so we will be able to see how that impacts if kids are more academically ready. It is taking longer to get them to where they should be at end of a year. Open preschool would save the District money in the long run. Kimberly has met them and it went well, but when trying to go to the next level she got push back. There is also a problem with the number of pre-schools. Some are closing. Cari has been good about developing bridges with preschools.

There was also discussion regarding new staff, and what was is not being taught in colleges. Is there a need for more PD. Gib shared that the PD offered in the spring was some of the most widely praised that we have in many years because it was teacher focused. Many presenters were colleagues. We need to continue to use our resources to help grow the talent and skills of our teachers.

Middle School Presentation – Anne and Jim - As a team SMS/GBS worked on positive behavior – blended learning – interdisciplinary science project.

Anne explained their goal that by March of 2019 80% of the SMS staff will have a common understanding of PBIS Implementation. Myron asked to clarify PBIS – Positive Behavior Implementation Strategy. She explained how they involve the teacher in discipline instead of sending students to the office. Anne stated she felt our District was doing very well with this compared to other Districts and States from comments and questions she heard at a conference she recently attended.

Anne and Jim explained that PBIS teachers never had full training due to increasing new staff. They took a step back and worked on trying to build on the foundation of what PBIS is. The PBIS leadership team will spearhead training. Jim explained the PBIS Model has made a big difference in kids getting in trouble, suspended, etc. It is about relationships, teaching and supporting behavior, and developing relationships. Kids can't learn if we can't support social/emotional behavior. Rich – concerned that what teachers heard was to decrease office referral. Kids behavior didn't decrease but teachers were more tolerant. Anne – staff have been given training/tools to defuse situations in order to not send students directly to the office. Pierce – Older kids set rules. What role do kids play in class, can you guide their expectations. Anne explained the mentor program. The program includes volunteer students from the end of grade 5 through grade 8, and they are strong role models. They are students who want to be in this position. Rich voiced concern regarding the other kids in class, due to the behavior issues of those students not being sent to the office. How do teachers know they are not be rated on the number of referrals. Anne explained they can still send behavior students to the office, or the can send them to the classroom next door to de-escalate. Take them out of the environment for a short period of time. Rich – Would like to see survey of students regarding behavior of other students in class. There needs to be a balance, every student should have the ability to learn.

Jim explained that both schools had a grade 7/8 Science presentation at GBS. Parents from both schools were there to support their students. It was an amazing attendance. Pierce – shared that he agreed, he had never seen so many parents attend to see their kids projects. Parents really want to see this.

Anne/Jim spoke to Blended Learning. How parents need to be the teachers of their students as well. Family engagement is necessary. Schools need to give families resources to support classrooms. They will gear parent nights to give parents information to help support in classroom.

Pierce – He understands that summer school is more successful at GBS. How is that supporting goals throughout the year. Would be nice to have a conversant about summer school throughout the year.

Linda – Are we giving teachers coping mechanisms. What are we doing for teachers. Do we have enough PD time. Anne – more teacher time and resources are critical. PBIS is the entire culture of the school. Bernd asked if behavior is a problem in all schools. Kimberly – what we are seeing are different types of behavior. Not just Conval, but across the country. There are significant increases in behaviors that are considered almost dangerous, chairs, yelling, running around halls. Not able to maintain focus for more than minutes at a time. Escalation of types of behaviors is pretty intense. These are not necessarily kids with IEP's. Linda – inclusion is not just Special Education. She spoke of full inclusion. What inclusion looks like and benefits. Jerry – are these middle school issues or at elementary as well. Kimberly explained that behaviors have escalated from preschool on.

High School Presentation – Gib and Michelle – Gib thanked the Board for supporting the transition to library commons model. 75-80 students can be found in the library in the morning before school. Students feel the environment and staff to be comfortable and safe.

Gib reviewed the 2017-18 Smart Goals and the staff survey regarding use of Google Classroom. 46 staff members responded that they do use the Google Classroom. Gib has put measures in place for the next school year to ensure all staff members begin using Google classroom. Students love it. Yes, we would want everyone to use the same tool and have found them to be effective. Gib will model for staff.

Michelle reviewed the Grade chart, and explained that 86.2% of the grades were at C- or above.

Gib explained the need to continue to work on grades and competencies. Powerschool not a clear picture. What does A mean. Each course has its own category/grading system or point system. Some students/parents upset when seeing a grade on Powerschool. Myron – how do we know students are learning. Gib- Competency piece gives much clearer measure. There is a need to move to a more accurate reporting.

Gib reviewed the 2018-19 Blended Learning goal as well as the English Department Goal. He explained they will identify where they are now and work with basic and below proficient students and move them 1 point in the rubric.

There was much discussion regarding the Math Department Goal. Gib explained the goal for 2018-19. After much discussion, the question was asked, should graduation requirements be changed to include that students must take and pass Algebra to graduate. It was suggested

that the Math Committee finish their work this year, and then come back and look at graduation requirements at that time.

The Board asked if there were goals for science, social studies, etc. Gib explained that all departments have goals. The science department has a writing goal regarding labs. The ATC has individual goals within each program. Michelle explained we are in the Process of hiring new tech director. Social Studies is also working on goals. Each department also works on School-wide goals not only department goals.

Michelle shared that the Partnerships/internships are expanding programs. She shared that approximately 100 students if not more are in internships outside school and it is continuing to grow.

Kimberly spoke to the 2017-18 SAU Smart Goals. She stated that additional programs are being introduced as well as programming opportunities with the State. She explained the enormity of the roll-out of the 1-1 action plan. She praised Ann Forrest for the responsibility of putting together the action plan and the PD necessary. Brian's responsibility for technology and support, Tim Grossi for power and charging stations. She also thanks Gib, Anne O'Bryant, Helfried, Jim, Greg, and Rachel Bowmen for their work as well. It was a successful year.

Ann spoke to Goal 3- Equity. She explained that teachers have broken into groups to do this research. There will be a written report prepared. We will be looking at teaching assignments. We have collected student experience and education in relation to teaching assignments. She is hesitant to give a timeline, we have to identify priorities of which areas to look at first.

Kimberly – We have goal areas, and after the board sets goals, then we will take these areas and create goals in alignment. Equity audit, strategic plan, continuous improvement model, examine work environments, support model, communications, SMART goals alignment. As we have developed them, we need to think about a continuous improvement model. Often our goals build from past goals. Rather than reinventing a goal, we would create 3 year goals with 3 year objectives. This would help budgeting too.

We see teacher stress, admin stress etc. We need to look at work environment, create a support model – we want the SAU to support the schools and we are creating ways for schools to access the SAU

Linda – concern about looking at the work environment. Kimberly described possible compassion fatigue. It was a stressful year across the state. Kimberly wants a more productive way beyond a survey. Pierce – What is the board's role in these areas that Kimberly presented? How can we cross-cut the board goals to these? Kimberly responded – she offers suggestions for board goals – there are only so many things we can do, so this needs to be part of the conversation this afternoon.

School Board Goal Setting:

After much discussion below are the 2018-19 Goals agreed upon by the School Board:

Goal #1 – Develop and communicate a warrant article that proposes a long-term, sustainable, organizational structure of the ConVal School District.

Goal #2 – Adopt, publish, and implement a comprehensive Board communications plan.

Goal #3 – Examine and support the equitable distribution of resources at ConVal High School.

Goal #4 - Review the implications of a universally available pre-school within the Conval School District.

Goal #5 – Continue to support the enhancement and growth of business and community partnerships that result in high value educational and post-graduate career pathways.

Respectfully Submitted,

A handwritten signature in dark ink, appearing to read "Denise McLenon", with a long horizontal flourish extending to the right.

Denise McLenon

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Rd.

Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, August 7, 2018

SAU Office

7:00 p.m.

BOARD

Rich Cahoon, Richard Dunning,
Jim Fredrickson, Niki McGettigan,
Stephan Morrissey, Linda Quintanilha,
Kristen Reilly, Pierce Rigrod,
Myron Steere, Jerome Wilson

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Anne O'Bryant, SMS
Nicole Pease, DCS
Colleen Roy, GES
Michelle Voto, CVHS

1. Call to Order and Pledge of Allegiance

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

2. Non-Public Session: RSA 91-A:3,II

a. Student

Stephan Morrissey moved to enter into non-public session at 7:00 p.m. in accordance with RSA 91-A:3,II for student matters. Unanimous on a roll call vote.

Stephan Morrissey moved to exit non-public session at 7:23 p.m. Second. Unanimous.

Dick Dunning moved to seal the minutes of non-public session for five years. Pierce Rigrod second. Unanimous.

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

a. July 17, 2018

Stephan Morrissey moved to approve the minutes of July 17, 2018. Dick Dunning second. Linda Quintanilha, Kristen Reilly, and Niki McGettigan abstained. All other in favor. Motion carried.

4. Points of Pride

Kimberly Saunders reported on ongoing professional development taking place this summer. In addition, ALICE training was recently scheduled.

5. Public Comment

None.

6. Consent Agenda

a. Personnel

Resignations:

Stephan Morrissey moved to accept the resignations of Derek Castor, Lindsey O'Brien, Anthony Cipolla, Sarah Downing, and Daphne Logan as read (see attached). Rich Cahoon second. Unanimous.

2018-2019 Nominations:

Stephan Morrissey moved to approve the nominations of as read (see attached). Dick Dunning second. Unanimous.

Kimberly Saunders introduced Timothy Conway. Mr. Conway is the nomination for Assistant Principal at South Meadow School.

Linda Quintanilha moved to accept the nomination of Tim Conway. Stephan Morrissey second. Unanimous.

Kimberly Saunders introduced Jennifer Kiley as the new ATC Director.

b. Job Description: Teacher of the Deaf and Hard of Hearing (2nd Read Approval)

Rich Cahoon requested to table this until the next meeting. Stephan second. Unanimous.

7. Superintendent's Report and Presentation of Business

a. Fill the Void – Rob Eichler

Rob Eichler reported on progress on the Contoocook Valley Visual & Performing Arts Center (see attached). Bob Edwards was also present to speak about the endeavor. They reported that the purpose today is to provide a progress update over the past year and next steps.

Initially, Hutter Construction's estimate was seen as cost prohibitive at \$11.5M. It is a large price tag for this community to bear.

The need for rebranding has resulted in meeting with various arts organizations to learn about the need and use for a performing arts center. The findings were used to commission a second architectural study. A flexible space was determined as the need. Scully Architects was contracted with and offered a new conceptual design. Scully worked in conjunction with Nextstage Design for their expertise on this proposed project. Uses were determined to include Arts in Education, Community Programs, and Guest Artists. Excellent acoustics are a must. 400 seats must be easily configured.

A revised entry design was developed. The basic plan is a two level center. It includes a box office, an inner lobby, with several ways to access the performance level. A theater section incorporates the slope of the space to afford this area and a loading dock. Flexible seating is also part of the proposal to include fully retractable seats that result in a large flat space available for other uses.

This proposal meets the needs of education and community arts.

The original proposal totaled \$11,473,930. This proposal totals \$6,500,000 if built sooner; escalation to the year 2020 would total \$8,000,000.

Naming and branding is a next step and is underway.

Bob Edwards reported on the present status. The need to produce a document, so that when it is discussed, can be done so intelligently. A product to share in discussions was necessary to communicate this project. This can be used to fundraise for the project. Over the next 12-18 months, a more clear understanding of the funding that might be expected will result. The MOU is subject to expiration soon. Mr. Edwards encouraged a three-year extension.

Accessibility includes an elevator; the facility would be totally accessible.

Pierce Rigrod asked if there are upgrades in heating and cooling in this plan. Mr. Eichler said that the facility needs to be quiet for performances. Energy conservation is important. LEED guidelines are used but the certificate is not achieved. The benefits are a result without the paper.

Rich Cahoon asked if the giving capacity of this area would meet the \$8M proposed cost.

Rich also noted that the district has a five year rolling capital plan. There is no plan to expend in the current theater. If this project does not move forward, planning for the current space would be needed.

Rich said that we had an explicit written agreement that this would be privately funded. It was presented to the public as such. If this will morph into a private/public project, it should be communicated as soon as possible. Mr. Edwards said that we are not at that point yet.

Dick Dunning asked for clarification if this group is looking for a board vote about a three-year extension. Confirmed.

The current MOU expires at the end of this year. Mr. Eichler said that he is looking for sustainability for this project.

Rich Cahoon suggested that if it is extended by three years; the board should direct administration to capital plan for the Lucy Hurlin Theater.

Stephan Morrissey moved to authorize that administration extend the MOU for up to three years. Rich Cahoon second. The MOU would be reviewed and updated and brought back to the full board for approval by an appointed group of the Board Chair.

Bob Edwards said that what was asked was not to change the document but simply move the date out three years.

Rich said that the current MOU includes dates which would need adjustments. The board would need to see what they are approving.

Unanimous.

Rich Cahoon moved to instruct administration to investigate adding the Lucy Hurlin Theater to the five year capital project cycle for the next revision of capital plan. Stephan Morrissey second. Unanimous.

b. Monthly Events Calendar

Strategic Plan Committee will meet on August 9th and on September 13th at 5:30 p.m. rather than 6:00 p.m.

The Food Service Committee will meet on September 27th at 6:00 p.m. at the SAU Office.

c. August 1, 2018 Enrollment Update

August 1st enrollment information was distributed (see attached).

d. Dublin Consolidated School Communication

Nicole Pease shared the DCS Communication Plan for class configuration for Grades 3, 4, and 5 (see attached). Ms. Pease spoke about three phases of this plan.

Mr. Dunning asked if she has received any feedback from parents opposed to this proposal. Ms. Pease said that parents did have questions which she was able to answer.

e. Accept Gift/Donation (Board Vote Required)

- 1) Great Brook School requests authorization to accept a gift/donation of \$2,000 from the Parents of the Choir (Friends of Music), for the purpose of replacing the GBS Choral Risers.

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

8. Reports

a. Teacher Representative – Asher MacLeod

None.

b. Budget & Property Committee – Jim Fredrickson

Jim Fredrickson reported on discussion on the direction of the 18/19 budget at the last meeting.

c. Building Committee – Bob Edwards

Bob Edwards reported that the science lab project is underway. Demo resulted in a few surprises that were addressed. Infrastructure work has been completed. Plumbing has been installed and approved. Asbestos abatement is complete. Rough electric is underway; the main panel is installed. Duct work is in progress. Furniture and cabinetry have been ordered. Grinding of the cement floor and paint removal will take place this week. In the next three weeks, the ceiling, flooring, painting, and cabinetry will be installed. Surprises have resulted in minimal cost. \$127,000 has been saved to date; some of which was used on unanticipated expenses. The schedule is in the process of update. Additional carpeting was approved. Floor drains needed raising. With the savings, contingency and rebates, the committee feels comfortable that the project will come in under budget. In terms of timeline, the project may go three weeks into September. Hutter has worked very well with ConVal on this project. The ConVal team has done a great job with electrical and HVAC.

d. School Board Retreat – Myron Steere

Myron Steere referenced the School Board goals included in the agenda packed that were developed at the retreat.

9. Old Business

a. ConVal School District Trust Fund Summary

Jim Fredrickson referenced information included in tonight's packet. It reflects fund balances in each of the five funds. Expected expenditures are detailed. This will be shared quarterly.

Has Budget & Property discussed what they would like the fund balances to total individually? Not yet was the response.

Rich Cahoon reminded the board that a vote was taken to cap the Special Education Trust at \$500,000.00.

Unreserved fund balance is estimated at \$800K until auditors review.

10. New Business

a. 1st Read Policy

- AFB: Evaluation of the Superintendent and Goal Setting
- IHAMA: Teaching About Alcohol, Drugs, and Tobacco
- IIB: Class Size

Rich Cahoon referenced the three policies as a first read.

b. Food Service Deficit (Board Vote Required)

Kimberly Saunders reported that the auditors have reported on the food service deficit. There is a negotiated item in the food service contract that states that if the deficit is above a certain point, the company can waive the management fees.

FY18 is non-inclusive of \$52K as a result of outstanding non-payment. Total deficit is \$233,172.00. Auditors would like this resolved. Kimberly's recommendation is to apply some of the unreserved fund balance to offset this deficit. The Superintendent will assure that the management fee is adjusted and allocated. A discussion is needed further about food service and the deficit. The Food Service Program continues to work in a deficit.

The \$52,604.00 unpaid needs resolve. The process that is used to collect for non-payment was shared (see attached). If it is determined that a family is able to pay the debt, the board needs to decide how this will be collected.

Kimberly will look into the administration fee further.

Stephan Morrissey moved to authorize the Superintendent to review the deficit and to transfer and pay up to \$234,000 to balance the books from the unreserved fund balance. Second.

Rich Cahoon asked that we review and apply the management fee from last year as well. Both management fees should be applied to the deficit. Going back to 16/17 was asked.

Unanimous.

Dick Dunning said that when a service is delivered to fewer students and the cost to deliver is higher; a loss results. The clientele does not exist; it is a population issue and the ability to deliver services across a district our size.

Rich Cahoon shared his concern about the reporting from the prior food service and the current food service. They gave us a report one month ago that was simultaneously simplistic and incomprehensible.

This is a time sensitive contract that can be re-upped on a yearly basis. We should look for other sources to provide food service. Three or four bids were received during the last bid.

Rich spoke about flexibility in food service delivery schedule to allow for savings.

Rich asked why the deficit for uncollected food service bills is for over a period of three years.

Kimberly said that a discussion about how assertive you want the district to be in collecting payment.

Policy should address this topic.

Stephan Morrissey moved to authorize the Superintendent to make an allowance for the uncollected debt.

This should go to Budget & Property Committee was one suggestion.

Kimberly noted other uncollected debt that is not just food service.

Pierce Rigrod said that those parents that can pay their bill should pay their bill.

Linda Quintanilha said that a larger conversation is needed if the district will let this go and accept the deficit.

Some disagreed; otherwise the message to all students and families is that paying for meals now would become optional.

11. Public Comment

Abigail Bergeron, incoming sophomore, student advisory for performing arts center, thanked the board for the conversation. Mr. Bergeron thanked the board as public servants for time put forward to the schools.

Karen Hatcher, Peterborough Select board, informed the board of an initiative of SAC's with regard to a letter to put pressure on the State Representatives to look at educational funding back to local districts. The proposal is to work together and get all towns to sign together. A template will result, which will be shared with other districts. Towns have had enough and relief is asked.

12. Approval of Manifests (Board Vote Required)

Kimberly Saunders certified that manifests totaling \$525,018.06 and Payroll totaling \$976,716.18 have been reviewed by her and found to be proper charges against 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 approve the manifests as read. Dick Dunning second. Unanimous.

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

a. Personnel

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 9:05 p.m. for matters of personnel and negotiations. Unanimous on a roll call vote.

Stephan Morrissey moved to approve the pay out as discussed. Dick Dunning second. Unanimous.

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

a. Legal

None.

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

a. Negotiations

Stephan Morrissey motioned to exit non-public session at 9:29 p.m. Second. Unanimous.

Rich Cahoon moved to seal the minutes of student matter for a period of two years, the personnel non-public for a period of five years, and the negotiations for a period of two years. Second. Unanimous.

Linda Quintanilha motioned to adjourn at 9:30 p.m. Stephan Morrissey second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

POSITION TITLE: Teacher of the Deaf and Hard of Hearing

SUPERVISOR: Director of Special Education

QUALIFICATIONS:

- At least 3 years' experience working with deaf and hard-of-hearing students in an educational setting with background in oral education/Listening and Spoken Language and total communication requiring sign language proficiency
- New Hampshire Department of Education Teacher of the Deaf/HH certification.
- Master's Degree in or directly related to, Teacher of the Deaf and Hard of Hearing preferred.
- Experience working in an inclusionary educational setting is highly preferred.

SUMMARY:

The Teachers of the Deaf/HH will serve and support students who require educational services due to a hearing loss. The Teacher of the Deaf/HH will address the educational, communication, and social/emotional needs of the student and provides guidance to the student's family and school personnel. The Teacher of the Deaf/HH will provide direct service to students, and will effectively consult with a variety of staff and teams to identify students with hearing loss and to address individual student needs.

DUTIES AND RESPONSIBILITIES:

- Complete initial and ongoing evaluations to assess academic and behavioral progress using specific assessments for deaf and hard-of-hearing students
- Analyze and interpret a variety of data from various sources: Assessment data, classroom observations, work samples, and interview data for the purpose of making recommendations and/or providing interventions appropriate for a student with hearing loss.
- Develop appropriate Individual Education Plans and 504 Plans for deaf and hard-of-hearing students, PreK through high school levels
- Design and implement instructional lessons appropriate to the student's needs
- Use and maintain appropriate technologies and amplification devices to effectively support students
- Adjust the type of communication used in the classroom to meet the needs of the students with hearing loss
- Work cooperatively and collaboratively in an effective manner with parents, staff and students

1st Read: 7/17/2018
Approved:

- Apply current instructional methodologies used in the education of children with hearing loss
- Educate staff in the unique needs of deaf and hard-of-hearing students in the mainstream setting
- Provide appropriate supervision to ensure student safety
- Prepare and maintain a variety of documents (screenings/assessments, educational plans, progress records, special education forms, activity logs, correspondence and other forms of documentation) for the purpose of documenting activities, providing written reference and/or conveying information
- Participates in staff meetings, workshops, and other professional development experiences for the purpose of staying current in the field of deaf education
- Perform other job related duties as assigned by an administrator as they relate to the efficient functioning of the school(s) and the school district

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, 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.

1st Read: 7/17/2018
Approved:

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).

1st Read: 7/17/2018
Approved:

August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	8	9 Strategic Plan Committee @ 6:00 p.m. @ SAU ATC Committee Mtg. @ 7:00 p.m. @ SAU	10	11
12	13	14	15	16	17	18
19	20 Education Committee @ 5:30 p.m. @ SAU	21 Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	22	23 Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	24	25
26	27	28 Budget & Property Committee Mtg. @ 5:30 p.m. @ SAU Communications Committee Mtg. @ 7:00 p.m. @ SAU	29	30 (first day of school)	31	

September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	5	6	7	8
9	10	11	12	13 Strategic Plan Committee @ 5:30 p.m. @ SAU ATC Committee Mtg. @ 7:00 p.m. @ SAU	14	15
16	17 Education Committee @ 5:30 p.m. @ SAU	18 Policy Committee @ 6:00 pm @ SAU School Board @ 7:00 pm @ SAU	19	20	21	22
23	24	25 Budget & Property @ 5:30 pm @ SAU Communications @ 7:00 pm @ SAU	26	27 Food Service Committee Mtg. @ 6:00 pm @ SAU	28	29
30						

AFB -- Evaluation Of The Superintendent And Goal Setting

The School Board shall annually evaluate the Superintendent based on written criteria as established by the Board. The evaluation shall encompass the Superintendent's position as contained in Board Policy CB – School Superintendent.

The assessment of the Superintendent will consist of three primary areas of performance:

1. Progress on Board goals as established in the annual planning process with agreed measures of performance. The School Board will identify their goals for the Superintendent by August 1 of each year.
2. Progress on professional goals established by the superintendent and agreed by the Board which consists of three to five goals with associated measures of performance. The Superintendent will provide the Board with his/her identified goals by September 1 of each year.
3. Rating of job performance characteristics established by the Board and reviewed by the Superintendent (see current list in CBI-R).

Additionally, the Superintendent will provide a written perspective on his/her performance to be included with the review. The Vice-Chair of the School Board will review the Board's evaluation with the Superintendent once it has been approved by the Board.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent/Board relationships. The Superintendent may provide written comments to the Board for evaluation of his/her performance.

It is important to note that circumstances may require some changes to the established criteria for evaluation based on agreement of the Board and Superintendent.

Legal References:

*N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards,
Superintendent Evaluation
See CBI-R*

~~1st Read: January 7, 2014~~ August 7, 2018

~~2nd Read: February 4, 2014~~

~~Adopted: February 4, 2014~~

IHAMA - Teaching About Alcohol, Drugs, and Tobacco

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. ~~The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students.~~ This Information ~~may~~ will be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

Ed 306.40, (b)(2) a - Health Education Program.

Category: P - Required by Law

~~1st Read: October 1, 2013~~ *August 7, 2018*

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

~~Adopted: October 15, 2013~~

IIB – Class Size

The ConVal School District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering to class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.

The School Board recognizes the many instructional benefits based on reasonable class sizes. To that end, the Board recommends and will make reasonable efforts to support the following class size guidelines:

Grade Level	Number of Students
Kindergarten	15 – 18
Combination Kindergarten/Grade 1*	
Grade 1	18 – 20
Combination Grade 1/Grade 2*	
Grade 2	20 – 22
Grade 3	
Combination Grade 3/Grade 4*	
Grade 4	
Combination Grade 4/Grade 5*	22 – 25**
Grade 5 – Grade 8	
Grade 9 – Grade 12	

* When considering combining multiple grades into one class, the guidelines for the lowest grade will be used.

**Except for classes that benefit from an increased number of students—e.g., Concert Band.

When class sizes fall below or exceed these guidelines, the staff, administration, and School Board will review all available options and recommendations. Staffing needs, safety, class schedules, as well as material and space allocation will be considered as part of the final decision in adjusting class sizes.

Legal Reference:

NH Code of Administrative Rules, Section Ed 306.17, Class Size

Category: R

1st Read: May 6, 2014 August 7, 2018

2nd Read: June 3, 2014

Adopted: June 3, 2014