

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, February 19, 2019

6:00 p.m.

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

a. Student

Three (3) Public Hearings (posted separately)

7:00 p.m.

School Board Meeting (Cont'd)

Immediately Following Public Hearings

AGENDA

1. Call to Order and Pledge of Allegiance
2. Non-Public Session: RSA 91-A:3,II
 - a. Student
3. Accept School Board Meeting Minutes (Board Vote Required)
 - a. February 5, 2019 (pg. 1-4)
4. Appoint School District Clerk (Board Action/Vote Required)
5. Points of Pride
6. Public Comment
7. Consent Agenda
 - a. Personnel
 - 1) Notice of Stipend Positions 2018-2019 (pg. 5-6)
 - 2) Job Descriptions (1st Read) (pg. 7-21)
 - a. Elementary Classroom Teacher
 - b. Middle School Classroom Teacher
 - c. High School Teacher
 - 3) Job Descriptions (2nd Read/Adoption) (pg. 22-32)
 - a. Certified Occupational Therapist Assistant (COTA)
 - b. Physical Therapist
 - c. School Social Worker
 - d. Speech/Language Pathologist/Specialist
 - b. Board Requests
8. Superintendent's Report and Presentation of Business
 - a. Monthly Events Calendar (pg. 33-34)
 - b. Field Trip Requests (Board Vote Required) (pg. 35)
 - 1) South Meadow School, grades 5-8, students will travel on March 3rd to 5th, 2019 by van to Waterville Valley to participate in the State Winter Special Olympics.
9. Reports
 - a. Student Representative – Molly Janoch/Marina McMahon
 - b. Teacher Representative – Asher MacLeod
 - c. Education Committee – Crista Salmay
 - d. Communication Committee – Niki McGettigan
10. Old Business
 - a. School Board Candidates for Chair and Vice-Chair – Q&A
11. New Business
 - a. 1st Read Policy (pg. 36-37)
 - 1) GADA: Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse)
 - 2) JJJ: Access to Public Programs by Nonpublic, Charter Schools, and Home Educated Pupils
 - b. Expenditure Report – David Jack (pg. 38-40)

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.

c. Set Out of District Tuition Rate (Board Vote Required)

12. Public Comment

13. Approval of Manifests (Board Vote Required)

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

a. Negotiations

b. Personnel

c. Legal

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road

Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, February 5, 2019

7:00 p.m.

SAU #1 Office

MINUTES

BOARD

Rich Cahoon, Richard Dunning,
Jim Fredrickson, Bernd Foecking,
Janine Lesser, Niki McGettigan,
Stephan Morrissey, Linda Quintanilha,
Kristen Reilly, Pierce Rigrod,
Myron Steere, Jerry Wilson

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
David Jack, B.A.
Cari Christian-Coates, Student Serv.
Ben Moenter, Special Education

Asher MacLeod, CVEA Rep.
Molly Janoch, Student Rep.

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

Tabled.

3. Accept School Board Meeting Minutes (Board Vote Required)

a. January 22, 2019

Stephan Morrissey moved to approve the minutes of January 22, 2019. Dick Dunning second. Unanimous.

4. Points of Pride

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

Kimberly also reported that several Board members testified in Concord last week.

5. Public Comment

Alan Edelkind, Dublin, spoke about Article 12, a petitioned warrant article. He said that there is confusion as to whether it is recommended or not recommended by the board. His understanding was that the board recommended the article. He noticed that it states that the board did not recommend this article on the warrant. He reviewed the video at 1 hour and 11 minutes and it is absolutely clear. There was a motion to not recommend which was seconded. Then, Crista Salamy made an amendment to it so that it would be a positive vote. It was seconded. The vote was called. It was unanimous on the positive side to recommend. There was no call for the nays or abstainers. Mr. Edelkind said that it is important because when you go to vote, you look at the article and you look at the recommendation. If you feel good about the organization, you might follow the recommendation. The other thing is credibility. The Transcript and

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.

Dublin Advocate report that it was recommended by the board. Mr. Edelkind said that he understands that discussion will take place tonight and potentially a vote.

Myron Steere explained that the minutes were confusing and it was placed on the warrant article accordingly.

Niki McGettigan said that she understood the confusion, the vote went all over the place.

Kimberly Saunders said that the minutes are the legal record of the meeting. The video is not legal. This is why it is important to review the minutes before accepting them. They were voted.

Myron Steere said that this will be further discussed under old business.

6. Consent Agenda

a. Personnel

1) Job Description (2nd Read/Approval):

a) Occupational Therapist

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

2) Job Descriptions (1st Read):

a) Speech/Language Pathologist/Specialist

b) Job Description: Certified Occupational Therapist Assistant (COTA)

c) Job Description: Physical Therapist

d) Job Description: School Social Worker

Tim Markley referenced these four job descriptions for a first read.

b. Board Requests

None.

c. List of Registered Board Candidates

The following individuals have filed their declaration to run for open, 3-year term, School Board positions as follows:

Antrim - Rich Cahoon

Dublin - Bernd Foecking

Hancock - Timothy J. Theberge

Peterborough - (2 open positions)

Richard Dunning

Rachel Maidment

Jerome Wilson

7. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

No additional meetings were added or removed.

b. District Meeting Part I (Deliberative Session)

Kimberly referenced a Board Budget Primer document and asked if it should be available in hard copy at District Meeting. It is available online.

Rich said that Jim went to great lengths to have this available as a neutral document. Niki said that it is not complete until after District Meeting. A note could be added stating such as a placeholder.

Kimberly said that she will have information available that reflects the decreases in student enrollment and corresponding decreases in staff.

Kimberly asked if there was the expectation that she provide a budget presentation for tomorrow night. It was shared at the budget hearing. Documents will be ready however.

c. Accept Gift/Donation (Board Vote Required)

1) ConVal High School requests authorization to accept a gift/donation totaling \$860.00 from the Guild of NH Woodworkers for turning and safety equipment and lathe sharpening tools in the manufacturing/woodworking lab.

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

d. February 1, 2018 Enrollment Update

Tim Markley referenced February 1st enrollment information.

8. Reports

a. Student Representative – Molly Janoch/Marina McMahon

Molly Janoch reported that there is hope for a larger student turnout at tomorrow night's District Meeting.

b. Teacher Representative – Asher MacLeod

Asher MacLeod reported on various topics.

c. Food Service Committee – Linda Quintanilha

Linda Quintanilha said that the summer food service program was discussed. It costs the district about \$13K to run. We don't have a breakdown of how many of the meals serve ConVal. Information is being gathered.

d. Selectmen's Advisory Committee – John Jordan

John Jordan said that a good question and answer meeting.

e. Education Committee – Crista Salamy

Janine Lesser reported that a discussion took place about student achievement data and the best way to share it with the public. Following cohorts to monitor improvement was suggested. Extended year and summer programming are set to go for the summer and communicated after the March 12th vote. Students will be encouraged to register for all four weeks. Janine reported that a group came to share information about VLACS and who enrolls in courses and why. More to come.

9. Old Business

Bernd Foecking moved to recommend Article 12 on the warrant. Stephan Morrissey second. Unanimous.

a. Town of Hancock Request for Trust Funds

Kimberly Saunders reported that Budget & Property Committee looked at the request from Hancock and recommends that the board provide funds for the purpose requested. A Public Hearing would be needed to use these dollars. The Trustees feel it appropriate.

Rich Cahoon asked if Tim's crew is doing the work. Kimberly reported that we would for one piece but not the other two.

When was the last time this trust was used? More than 15 years since few knew it existed.

Stephan Morrissey moved to authorize use of the Hancock Daniels Trust Funds as requested. Pierce Rigrod second. Unanimous.

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

- IMBA: Distance Education

Linda Quintanilha moved to adopt this policy as read. Stephen Morrissey second. Unanimous.

10. New Business

a. Summer Food Service Program Recommendation (Board Vote Required)

David Jack said that the State needs a decision by the end of February as to whether ConVal will continue with the Summer Food Service Program. Linda Quintanilha said that the Food Service Committee resides that it will continue for one year and gather further information.

b. Submission of Board Officer Declaration

1) Policy BDB Board Officers

Myron Steere submitted his intent to run for School Board Chair.

Stephan Morrissey submitted his intent to run for School Board Vice-Chair.

11. Public Comment

John Jordan thanked the board for the use of the Trust Funds.

Alan Edelkind asked the process now that Article 12 has been recommended. Myron Steere said that it will be announced at Deliberative Session and printed on the ballots.

12. Approval of Manifests (Board Vote Required)

David Jack certified that Manifests listed totaling \$371,346.59 and Payroll totaling \$1,940,805.68 have been reviewed by him 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. Negotiations

b. Personnel

c. Legal

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 7:40 p.m. for Negotiations, Personnel, Legal, and Student matters.

Stephan Morrissey moved to exit non-public session at 8:33 p.m. Dick Dunning second. Unanimous.

Stephan Morrissey moved to accept the MOU as proposed. Linda Quintanilha second. Unanimous.

Rich Cahoon moved, that in the event of a default budget, that the SAU administrators will be held harmless to increases in the percent contribution for health insurance.

Pierce Rigrod second. Unanimous.

Stephan Morrissey moved to seal the minutes of non-public session for student and legal matters in perpetuity. To seal the non-public minutes of two personnel sessions and legal for a period of five years. Rich Cahoon second. Unanimous.

Stephan Morrissey motioned to adjourn at 8:34 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

CONTOOCCOOK VALLEY SCHOOL DISTRICT

**February 19, 2019
Personnel Agenda**

**Co-Curricular Stipends
See Attached**

NOTICE OF STIPEND POSITIONS

First	Last	DAC	Position	Stipend Amt	FTE
Athletic					
Mike	Marschok	CVHS	Baseball - Varsity	\$3,419.60	1
Scott	Lilgeberg	CVHS	Baseball - Assistant	\$2,735.68	1
Kevin	Morneault	CVHS	Lacrosse - Boys Assistant	\$2,735.68	1
Derek	Sorbello	CVHS	Lacrosse - Girls Varsity	\$3,419.60	1
Kevin	Carne	CVHS	Lacrosse - Girls JV	\$2,735.68	1
Sarah	Snell	CVHS	Lacrosse - Girls Assistant	\$2,735.68	1
Brian	Whittemore	CVHS	Softball - Varsity	\$3,419.60	1
Jessica	Weeks	CVHS	Softball - JV	\$2,735.68	1
Kelly	Shirk	CVHS	Softball - Assistant	\$2,735.68	1
Mike	Young	CVHS	Tennis - Boys Varsity	\$2,735.68	1
Gloria	Morison	CVHS	Tennis - Girls Varsity	\$2,735.68	1
Lance	Flamino	CVHS	Track Coed - Spring	\$4,206.11	1
Courtney	McKay	CVHS	Track Assistant - Spring	\$2,735.68	1
Jim	Aborn	CVHS	Track Assistant - Spring	\$2,735.68	1
Todd	Bennett	CVHS	Track Assistant - Spring	\$2,735.68	1

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

DRAFT

POSITION TITLE: Elementary Classroom Teacher

SUPERVISOR: Building Principal

QUALIFICATIONS:

- New Hampshire DOE Elementary teaching certification
- Bachelor's degree from an accredited college or university in Elementary Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

SUMMARY: Under the general supervision of the School Principal, to facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, and goals.

KNOWLEDGE, SKILLS and ABILITIES

- Knowledge of current teaching methods and educational pedagogy, as well as differentiates instruction based upon student learning styles or multigrade classroom.
- Knowledge of elementary school curriculum and concepts.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

1st Read: 2/19/2019

Approval:

Revision:

DUTIES AND RESPONSIBILITIES:

- Develops and administers school curriculum consistent with school district initiatives, goals and objectives.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- IEP and 504 plans for case load students are to be read and implemented
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other Elementary school professional staff members, especially within grade level and specific subjects, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of the District.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading, here in the classroom.
- Administers standardized tests in accordance with District testing programs.
- Performs other position related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

1st Read: 2/19/2019

Approval:

Revision:

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and 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.

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.

1st Read: 2/19/2019

Approval:

Revision:

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

1st Read: 2/19/2019
Approval:
Revision:

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

DRAFT

POSITION TITLE: **Middle School Classroom Teacher**

SUPERVISOR: **Building Principal**

QUALIFICATIONS:

- New Hampshire DOE Middle school teaching certification
- Bachelor's degree from an accredited college or university in Middle School Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

SUMMARY: For Grades 5-8. Under the general supervision of the School Principal, to facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, and goals.

KNOWLEDGE, SKILLS and ABILITIES

- Knowledge of current teaching methods and educational pedagogy, as well as differentiates instruction based upon student learning styles.
- Knowledge of Middle school curriculum and concepts, including all subject matters taught.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

1st Read: 2/19/2019
Approval:
Revision:

DUTIES AND RESPONSIBILITIES:

- Develops and administers school elementary curriculum consistent with school district initiatives, goals and objectives.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- Teaches all required subject matters as assigned to the grade level, which may include subjects such as; reading, language arts, social studies, mathematics, science, art, health, physical education, and music to pupils in a classroom, utilizing course of study.
- Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- IEP and 504 plans for case load students are to be read and implemented
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other Middle school professional staff members, especially within grade level and specific subjects, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of the District.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading, here in the classroom.
- Administers standardized tests in accordance with District testing programs.
- Performs other position related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

1st Read: 2/19/2019

Approval:

Revision:

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and 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.

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,

1st Read: 2/19/2019

Approval:

Revision:

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: 2/19/2019

Approval:

Revision:

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

DRAFT

POSITION TITLE: **High School Teacher**

SUPERVISOR: **Building Principal**

QUALIFICATIONS:

- New Hampshire DOE High School teaching certification
- Bachelor's degree from an accredited college or university in High School Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred
- One to three years of successful prior teaching experience for the appropriate grade levels preferred

SUMMARY: For Grades 9-12. Under the general supervision of the School Principal, to facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, and goals.

POSITION PURPOSE:

Art Teacher: Will develop students' interest, abilities, talents and skills for artistic expression and creativity in the visual arts, as well as aesthetic understanding and appreciation by implementing district approved curriculum. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, commercial art, art history, and three-dimensional art to secondary pupils. Provides instruction by which pupils develop aesthetic concepts and appreciation and the ability to make qualitative judgments about art, art appreciation and what constitutes art. Demonstrates techniques in activities such as drawing, painting, and modeling, using standard and teacher-prepared instructional aids. Instructs pupils in proper care and use of tools and equipment used in art classes. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time. Plans and presents art displays and exhibitions designed

1st Read: 2/19/2019
Approval:
Revision:

to exhibit pupils' work for the school and the community. May sponsor exhibits from outside.

Health Teacher: Will develop students' awareness and understanding of physiology, health and nutrition, biological functions, and the importance of hygiene and exercise to physical and mental well-being; and to motivate students to work towards good health. Teaches knowledge and understanding of physiology, health and nutrition, physiology, anatomy, and biological functions. Develops students' concepts in nutrition, food groups, diet, caloric intake, vitamins, and related topics.

History Teacher: Will develop students' knowledge of world history; to foster an understanding and appreciation of world cultures, languages, racial, ethnic and religious groups, and political systems. Teaches knowledge of world history from early to modern historic periods, incorporating into history lessons the related subjects of political science, economics, sociology, geography, and anthropology within a historical context. Promotes the formation of attitudes and skills that will enable students to analyze intelligently the world around them so that they can be constructively participating members of a free society predicated on the rule of law. Fosters an understanding of the continuity and patterns of human behavior through the ages, an understanding of humanity's major problems and approaches to their solution(s). Demonstrates the manner in which the past provides a comparative basis from which to evaluate the nature of current issues and predict courses of action for the future, with cross reference to contemporary matters of importance. Develops students' research skills, through a variety of reading and writing assignments to stimulate self-reliance in problem-solving through effective utilization of library materials. Promotes students' critical analysis of the effect media has on the flow of information and shaping of public discourse, and encourage students to seek out and compare alternative sources of information concerning the key issues of their world.

Language Arts Teacher: Will develop students' skills in listening, speaking, reading and writing, foster communication skills, develop an understanding and appreciation of literature of all types, motivate students to read a wide variety of publications to derive information, comprehend and critically assess the reading materials, and to promote the development of skills in the field of English reading, grammar and syntax. Teaches knowledge and skills in English grammar and syntax, sentence and paragraph structure, composition, vocabulary and proper word usage, word denotations and connotations, creative writing, independent thinking, communication and speaking. Develops standards for critical analysis through group discussions on a variety of reading materials, including the mass media, and a wide range of literature. Works with students and others to prepare materials for inclusion in literary publications, contests, etc.

1st Read: 2/19/2019

Approval:

Revision:

Mathematics Teacher: Will develop students' skills and competence in basic and complex mathematical principles, equations, formulas and calculations, as well as an understanding of the application of mathematics in the solution of practical problems. Teaches knowledge and skills in mathematics, including concepts such as real and imaginary numbers, formulas, calculations and geometry, and promotes creative thinking and analysis in all related subject areas. Designs learning activities to demonstrate the application of mathematics to everyday existence and problem-solving.

Music Teacher: Will develop students' understanding, appreciation of the art of music, including listening a wide range of musical genre, periods and styles. To identify, promote and develop each student's talents in vocal and instrumental musical expression. Develops balanced music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction. Utilizes repertoire of all types of music literature, as appropriate. Plans, coordinates rehearsals for, and directs students in musical programs and performances outside the classroom. Selects and requisitions appropriate music supplies and instrumental equipment, maintains inventory records, and ensures equipment is in good working order.

Physical Education Teacher: Will develop students' physical skills and abilities, strength, agility, poise, coordination, and teamwork; to develop students' understanding of the importance of exercise to physical and mental well-being; and to motivate students to work towards, physical fitness, hygiene, and good health. Teaches knowledge of, and develops skills and abilities in, physical fitness, rhythm and dance, coordination and agility, exercise, and sports. Assists in coordinating extra-curricular activities, including student performances, assemblies, and athletic events. Selects and requisitions appropriate instructional aids and other supplies and equipment and maintains inventory records. Inspects equipment and field areas used to ensure they are in good and safe working order.

Science Teacher: Will develop students' skills and competence in one or more fields of science, including general science, earth science, biology, physiology, chemistry, and physics; develops student's skills and abilities in scientific methods and problem-solving, as well as an understanding of the application of science in the solution of practical problems. Promotes critical and creative thinking and analysis in all related subject areas. Designs learning activities to demonstrate the application of science to everyday existence, including scientific research projects, demonstrations, experiments, and laboratory activities. Instructs students in the proper use and care of scientific equipment, chemicals, and plant and animal life. Selects and requisitions appropriate books, instructional aids and other supplies and equipment, maintains inventory records, and ensures equipment is in good working order.

Social Studies Teacher: Will develop students' knowledge and understanding of world cultures and cultural evolution; to develop skills in research of social orders; and develop an understanding of the existence and importance of geographical, historical, cultural and political factors that influence the development of world societies, socio-economic systems and political systems, as well as their inter-relationship and interdependence. To foster an

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understanding and appreciation of world cultures, languages, racial, ethnic and religious groups, and political systems. Teaches knowledge of social studies, incorporating history, geography, economics, political science, systems of government, education, responsible citizenship, and humanities. Develops students' understanding of the influence of various factors on human rights and freedom. Fosters an understanding of the continuity and patterns of human behavior through the ages, and an awareness of the complexity and interrelationship of local, state, national and world problems and approaches to their solution(s). Demonstrates the manner in which the past provides a comparative basis from which to evaluate the nature of current issues and predict courses of action for the future, with continuous cross reference to contemporary matters of importance. Develops students' research skills, interpersonal skills, and ability to make critical value judgments and contribute to the thoughtful exchange of ideas, through a variety of reading, writing, group discussion and presentation assignments to stimulate self-reliance in problem-solving and drawing conclusions. Promotes students' critical analysis of the effect media has on the flow of information and shaping of public discourse, and encourage students to seek out and compare alternative sources of information concerning the key issues of their world.

World Language Teacher: Will develop students' knowledge, skills and abilities in comprehending, speaking, reading and writing a language other than English, and to develop an understanding and appreciation of the native culture of the countries where the language is the primary means of communication. Teaches knowledge and skills in a language other than English, including comprehension, grammar and syntax, sentence and paragraph structure, composition, vocabulary and proper word usage, colloquialisms, communication and translation of literature. Develops student understanding and appreciation of the cultures and mores of countries where the language is the predominant or a major means of communication.

KNOWLEDGE, SKILLS and ABILITIES

- Knowledge of current teaching methods and educational pedagogy, as well as differentiates instruction based upon student learning styles.
- Knowledge of High School curriculum and concepts, including all subject matters taught.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

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DUTIES AND RESPONSIBILITIES:

- Develops and administers school curriculum consistent with school district initiatives, goals and objectives.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Develops lesson plans and instructional materials and translates lesson plans into learning experiences to develop pertinent sequential assignments, challenge students, and best utilize the available time for instruction.
- Teaches all required subject matter as assigned to the grade level, utilizing course of study.
- Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- IEP and 504 plans for students are to be read and implemented
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other High school professional staff members, especially within grade level and specific subjects, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of the District.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading, here in the classroom.
- Administers standardized tests in accordance with District testing programs.
- Performs other position related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

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ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and 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.

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,

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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).

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

DRAFT

POSITION TITLE: Certified Occupational Therapist Assistant (COTA)

SUPERVISOR: Director of Special Education

QUALIFICATIONS:

- Graduate of an accredited occupational therapy assistant program
- Licensed or eligible for licensure in the State of New Hampshire
- One or more years of experience as a COTA preferred

SUMMARY:

The job of Certified Occupational Therapist Assistant (COTA) was established for the purpose/s of providing educationally related occupational therapy services to students with Individualized Education Plan and under the direction of the Occupational Therapist.

DUTIES AND RESPONSIBILITIES:

- Adapts school and classroom environment, tools and materials under the direction of the Occupational Therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
- Assists Occupational Therapist with assessing students' fine motor, and development skills (e.g. oral motor, sensory integration, motor planning, developmental function, activities of daily living, fine motor function postural tone, etc.) for the purpose of determining their deficits and developing recommendations.
- Attends meetings and workshops (e.g. IEPs, training, team meetings, conferences, meetings with outside agencies, etc.) for the purpose of conveying and/or receiving information, including best practices for school OT delivery.
- Consults with occupational therapists, physical therapists, speech therapists, teachers, educational assistants, families, etc. for the purpose of providing requested information, reviewing/revising students' occupational therapy goals/objectives, developing plans for services and/or making recommendations to implement goals.
- Implements therapeutic activities and instructs students, teachers, parents and other involved persons (e.g. positioning, adjusting special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting the student's IEP plan for use in the classroom.

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- Maintains files and/or records in cooperation with the Occupational Therapist (e.g. progress reports, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal, and administrative regulations.
- Maintains treatment equipment and supplies in clean and proper working condition for the purpose of implementing motor/therapy goals.
- Prepares written materials (e.g. activity logs, progress notes, reports, memos, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information (e.g. student performance data, clinical feedback, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Provides direct occupational therapy services to students according to IEP goals for the purpose of ensuring compliance with established practices and procedures.
- IEP and 504 plans for case load students are to be read and implemented
- Provides services at multiple work sites for the purpose of providing therapy and assistance as required. Provides training, consultation, and instruction to teachers on the use of adaptive devices and equipment for the purpose of ensuring such devices are used safely and optimal benefits are achieved.
- To develop an appropriate plan of professional development
- Performs other position related tasks as assigned by the Director of Special Education.

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and 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.

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- 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.

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: 2/5/2019

Approved:

Revised:

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

DRAFT

POSITION TITLE: Physical Therapist

SUPERVISOR: Director of Special Education

QUALIFICATIONS:

- Current State licensure as a Physical Therapist
- Master's degree in related field
- At least one to three years of experience

SUMMARY:

To support the education of students with disabilities or physical impairments in their least restrictive environment by developing, implementing and coordinating a physical therapy program, and providing screening, evaluation and intervention services.

DUTIES AND RESPONSIBILITIES:

- Evaluates the physical therapy needs of students, using appropriate tests, professional observations and supplementary information from other sources.
- To serve on a multi-disciplinary team that is for the identification of a student with a suspected educational disability. To serve as the highly qualified examiner on IEP teams.
- To analyze, interpret, and present evaluations at special education team meetings.
- To provide the immediate supervisor with a schedule of students serviced and to keep thorough ongoing records for the individual students receiving therapy.
- Participate in the development of Individualized Education Programs.
- IEP and 504 plans for caseload students are to be read and implemented
- Consult with school staff, parents, administrators, physicians and other professionals in order to gather and communicate information to meet the physical therapy needs of students.
- Assists with planning the safe transportation and emergency evacuation of students with disabilities or physical impairments.
- Documents physical therapy services and maintains records in accordance with school district, as well as state and federal laws and regulations.
- Continues to acquire professional knowledge and learn of current developments in the educational field. To develop an appropriate plan of professional development.
- Performs other position related tasks as assigned by the Director of Special Education.

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Revision:

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
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- 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.
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The physical requirements of this position

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- 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).

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Approval:

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

DRAFT

POSITION TITLE: School Social Worker

SUPERVISOR: Director of Student Services

QUALIFICATIONS:

- NH State Certification as a Social Worker
- Master's degree in Social Work preferred
- Three or more years of experience in a school environment

SUMMARY:

The School Social Worker helps students and families make the best use of available opportunities and resources and brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural differences.

The School Social Worker is a vital part of the educational team, working together with educational administrators, teachers, counselors, psychologist, nurses, speech and language specialists/pathologists and other staff. Their unique graduate level training in social work enables them to understand and interpret the influences of the school, home and community on children. The School Social Worker's role should be preventative and rehabilitative. They are involved with children and their families and on behalf of the child through consultation with teachers, contact with other agencies or service providers.

DUTIES AND RESPONSIBILITIES:

A. Direct Services with Students and Families

- Conduct assessment of student needs, including the development of Functional Behavioral Assessments (FBA), and Behavior Intervention Plans (BIP)
- Provides group and individual counseling of students as directed by IEP and 504 plans
- IEP and 504 plans for caseload students are to be read and implemented.
- Promotes regular school attendance
- Conducts home visits
- Promote safe, caring and drug free schools
- Advocate for students
- Provide referrals for homeless students and families

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- Collaborate with school staff and community agencies
- Participate in transition planning for students
- Report suspected child abuse/neglect
- Promote parental involvement in the schools
- Provide crisis intervention services and training when needed
- Assist families and students with the interpretation of school policies and procedures
- Participate in the identification and resolution of school-wide/community needs
- Interpret the School Social Work role to the community
- Serve as liaison between the school/family/community
- Serve on school support teams
- Carry out all other job related duties as assigned by supervisor
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed
- Provide the immediate supervisor with a schedule of students and families serviced.

B. Professional Practice, Development and Management:

- Show evidence of professional growth, development and management and adheres to a professional code of ethics
- Keep abreast of current community resources and determine how these resources may be beneficial to the student, her/his family, and the family's involvement in the academic process
- Understand and practice in accordance with federal, state, and local laws, statutes, and/or policies that relate to students and families
- Consult with school personnel to encourage compliance with laws, statutes and policies
- Assume responsibility for her/his own continued professional development
- With support from the LEA, maintain professional materials for professional growth and development; including periodicals, books and software
- Contribute to the development of the profession by educating and supervising social work interns
- Maintain accurate and appropriate case records and documentation
- Maintain a statistical, demographic breakdown of current caseload
- Performs other position related tasks as assigned by the Director of Student Services

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.

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- 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.

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).

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Approval:

Revision:

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

DRAFT

POSITION TITLE: Speech/Language Pathologist/Specialist

SUPERVISOR: Director of Student Services

QUALIFICATIONS:

- Current NH State Licensure or Certification as a Speech/Language Pathologist or Specialist (as required by the State of NH)
- Master's Degree in related field, as required by license/certification
- One to three years of school related experience with in the field is preferred.
- Experience working in an inclusionary educational setting is highly preferred

SUMMARY: The School Based Speech Pathologists/Specialist shall provide intervention, assessment and consultation services on behalf of students who exhibit challenges in the areas of language (including pragmatic language), speech, voice, phoneme awareness, receptive and expressive language skills and fluency. These services are designed to help students meet their educational goals.

DUTIES AND RESPONSIBILITIES:

- Conducts speech and language related assessment for the purpose of determining speech/language disorders and delays, and determining eligibility for Special Education and 504 plans.
- Writes reports in a professional and timely manner that outlines assessment observations, results and findings.
- Ability to 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 for speech/language related services.
- Develops interventions, recommendations, plans (e.g. IEPs, 504 Plans, etc.) and/or educational materials using evidence based methods and techniques for the purpose of assisting students with communication challenges. IEP and 504 plans for caseload students are to be read and implemented.
- Consults and collaborates with school personnel (teachers', administrators, psychologists, occupational therapists, paraprofessionals, etc.) and families for the purpose of meeting the needs of students, schools and the district's educational goals.
- Consults with school personnel and families with regard to assistive technology (high and low) for students that require this intervention. This includes, but is not limited to FM systems, augmentative communication, and hearing aids.

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- Schedules interventions using a variety of service delivery models including classroom intervention, consultation /collaboration for the purpose of meeting the needs of students in the least restrictive educational environment.
- Prepares and maintains a variety of documents (screenings/assessments, educational plans, progress records, special education forms, Medicaid reimbursement, activity logs, correspondence and other forms of documentation, etc.) for the purpose of documenting activities, providing written references, and/or conveying information.
- Interprets reports from outside sources as they pertain to speech/language for the purpose of ensuring that intervention/consult services are appropriate.
- Organizes and maintains a speech and language program including scheduling and attending meetings, scheduling therapy sessions, evaluating students, ordering testing and therapy materials and maintaining records as they pertain to providing speech and language related services.
- Participates in staff meetings, workshops and other professional development experiences for the purpose of staying current in the speech/language field.
- Performs other duties as assigned by an administrator as they related to the efficient and effective functioning of the school(s) and the school district.
- Performs other position related tasks as assigned by the Director of Special Education

ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and 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.

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- 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).

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Approval:

Revision:

February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Policy Committee @ 6:00 pm @ SAU School Board Mtg. @ 7:00 pm @ SAU	6 District Mtg. Part I (Deliberative Session) @ CVHS Gym @ 6:00 pm	7 <u>Snow Date:</u> District Mtg. Part I (Deliberative Session) @ CVHS Gym @ 6:00 pm	8	9
10	11	12	13	14	15	16
17	18 Education Committee @ 5:30 pm @ SAU Communications Committee Mtg. @ 7:00 pm @ SAU	19 Public Hearing on Warrant Article to Change Articles of Agreement @ 7:00 pm @ SAU Public Hearing on Helmets immediately following Public Hearing on Harris Daniels Fund immediately following School Board Mtg. @ SAU immediately following Public Hearings	20 Budget & Property Committee Mtg. @ 5:30 pm @ SAU SNOW DATE: Public Hearing on Petition Warrant Article to Change Articles of Agreement @ 7:00 pm @ SAU	21 Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	22	23
24	25	26	27	28		

March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Policy Committee @ 6:00 pm @ SAU School Board Mtg. @ 7:00 pm @ SAU	6	7	8	9
10	11	12 Voting Day!	13	14 Budget & Property Committee Mtg. @ 5:30 pm @ SAU Communications Committee Mtg. @ 7:00 pm @ SAU	15	16
17	18 Education Committee @ 5:30 pm @ SAU	19 Policy Committee @ 6:00 pm @ SAU School Board Mtg. @ 7:00 pm @ SAU	20	21	22	23
24	25	26	27	28 Food Service Committee Mtg. @ 6:00 pm @ SAU Selectmen's Advisory Committee Mtg. @ 7:00 pm @ SAU	29	30
31						

**CONTOOCOOK VALLEY SCHOOL DISTRICT
FIELD TRIP PROPOSAL**

1. Name: Jennifer Greenough Grade: 5-8 School: SMS
2. Destination: Waterville Valley
3. Date(s) of Trip: 3-3 to 3-5 Time(s): From 10:15 AM to 7: Tuesday
4. Description of Trip:
Winter Special Olympics

5. How will this trip relate to your program and/or curriculum?

State Winter games

6. Transportation will be by: Bus Co. _____ Private Car ☒ Rental Van Other _____
(Private cars require completion of District Use of Private Vehicle Form by individual drivers)

7. Ratio of Adults: 2 to Number of Students: 4

Jennifer Greenough 2/11/19
Staff Signature Date

[Signature] 2/11/19
Principal Signature Date

**SCHOOL USE ONLY: All items must be checked before the Principal/Assistant
Principal will sign**

<input type="checkbox"/> Bus Form If Necessary	<input type="checkbox"/> Kitchen Notified If Lunches Would Be Affected
<input type="checkbox"/> Fee Paid By _____	<input type="checkbox"/> UA Team Notified
<input type="checkbox"/> Chaperones Listed On The Reverse	<input type="checkbox"/> Posted on Events Calendar
<input type="checkbox"/> Permission Slips To Parents/Guardians Prepared	<input type="checkbox"/> Notified Nurse to prepare Medicine
<input type="checkbox"/> Office Notified With Accurate Lists of Students	<input type="checkbox"/> CPR/First Aid Trained: _____
	(Name)

**SCHOOL BOARD APPROVAL REQUIRED FOR TRIPS OF MORE THAN TWO (2)
DAYS (REFER TO FIELD TRIP POLICY IICA).**

**Proposal forms must be submitted to the Principal by April 1st, to the Superintendent by May 1st and
approved by the School Board no later than the August meeting for trips during the new school year**

Date Received at SAU Office _____ Date Approved/Not Approved by School Board _____
(Please Circle One)

Superintendent/Board Chairman Signature _____

GADA - Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse)

The ConVal District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed;
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. the case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

Category: Priority/Required by Law

Related Policies: GBCD, GBJ

First reading: February 19, 2019

Second reading:

Adopted:

JJJ – Access to Public School Programs by Nonpublic, Charter Schools, and Home Educated Pupils

The ConVal School District encourages pupils who attend nonpublic schools, public charter schools, or who are home-educated to access to the District's curricular courses and co-curricular programs in the same way as that of students who attend ConVal schools. ~~Any School Board policy regulating participation in curricular courses and co-curricular programs shall not be more restrictive for nonpublic, public chartered school, or home educated pupils than the policy governing the school district's resident pupils.~~

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools, or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils.

RSA 193-A, Home Education

Category: O R

See also: *IHBG - Home Education Instruction*

IHBG-R, Administrative Procedure to Accompany Policy IHBG

Home Education Participation in District Programs and Activities

~~1st Read: November 1, 2016~~

~~2nd Read: November 15, 2016~~

~~Adopted: November 15, 2016~~

First Reading: February 19, 2019

Second Reading:

Adoption:

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 7/1/2018 To Date: 2/28/2019

☐ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range
☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
21.000.0000.00.110	REGULAR SALARIES	\$15,044,022.42	(\$281,795.32)	\$14,762,227.10	\$7,553,855.64	\$7,553,855.64	\$7,208,371.46	\$6,309,894.27	\$898,477.19	6.09%
21.000.0000.00.111	PARAPROFESSIONAL SALARIES	\$2,502,239.36	\$0.00	\$2,502,239.36	\$1,403,912.92	\$1,403,912.92	\$1,098,326.44	\$951,531.55	\$146,794.89	5.87%
21.000.0000.00.112	ADMIN ASSISTANTS	\$1,084,540.50	\$0.00	\$1,084,540.50	\$657,565.08	\$657,565.08	\$426,975.42	\$448,020.00	(\$21,044.58)	-1.94%
21.000.0000.00.113	CUSTODIAL/MAINTENANCE	\$543,381.49	\$0.00	\$543,381.49	\$305,428.26	\$305,428.26	\$237,953.23	\$189,506.36	\$48,446.87	8.92%
21.000.0000.00.114	ADMINISTRATOR	\$2,474,808.40	\$0.00	\$2,474,808.40	\$1,566,801.11	\$1,566,801.11	\$908,007.29	\$814,373.58	\$93,633.71	3.78%
21.000.0000.00.115	DEPARTMENT HEADS	\$40,000.00	\$0.00	\$40,000.00	\$16,154.04	\$16,154.04	\$23,845.96	\$13,845.96	\$10,000.00	25.00%
21.000.0000.00.119	SUPPORT SERVICES	\$737,942.16	\$24,405.22	\$762,347.38	\$474,569.33	\$474,569.33	\$287,778.05	\$284,873.77	\$2,904.28	0.38%
21.000.0000.00.120	TEMPORARY SALARIES	\$1,076,965.09	\$106,780.91	\$1,183,746.00	\$615,555.82	\$615,555.82	\$568,190.18	\$209,460.09	\$358,730.09	30.30%
21.000.0000.00.130	OVERTIME	\$43,200.00	\$0.00	\$43,200.00	\$24,654.90	\$24,654.90	\$18,545.10	\$0.00	\$18,545.10	42.93%
21.000.0000.00.211	HEALTH INSURANCE	\$5,260,853.20	\$0.00	\$5,260,853.20	\$3,664,486.78	\$3,664,486.78	\$1,596,366.42	\$1,620,239.40	(\$23,872.98)	-0.45%
21.000.0000.00.212	DENTAL INSURANCE	\$204,470.00	\$0.00	\$204,470.00	\$160,872.97	\$160,872.97	\$43,597.03	\$62,212.55	(\$18,615.52)	-9.10%
21.000.0000.00.213	LIFE INSURANCE	\$42,000.00	\$0.00	\$42,000.00	\$26,222.00	\$26,222.00	\$15,778.00	\$0.00	\$15,778.00	37.57%
21.000.0000.00.214	LONG TERM DISABILITY	\$50,400.00	\$0.00	\$50,400.00	\$28,560.85	\$28,560.85	\$21,839.15	\$0.00	\$21,839.15	43.33%
21.000.0000.00.220	FICA	\$1,742,568.00	\$0.00	\$1,742,568.00	\$936,296.00	\$936,296.00	\$806,272.00	\$680,211.04	\$126,060.96	7.23%
21.000.0000.00.225	ADMIN ANNUITY	\$1,005.00	\$0.00	\$1,005.00	\$7,005.00	\$7,005.00	\$0.00	\$0.00	\$0.00	0.00%
21.000.0000.00.231	NON - TEACH RETIRE	\$582,942.26	\$0.00	\$582,942.26	\$336,977.86	\$336,977.86	\$245,964.40	\$212,003.32	\$33,961.08	5.83%
21.000.0000.00.232	TEACHER RETIRE	\$2,717,492.66	\$0.00	\$2,717,492.66	\$1,558,976.47	\$1,558,976.47	\$1,158,516.19	\$1,222,764.20	(\$64,248.01)	-2.36%
21.000.0000.00.260	UNEMPLOYMENT	\$27,655.00	\$0.00	\$27,655.00	(\$68.00)	(\$68.00)	\$27,723.00	\$0.00	\$27,723.00	100.25%
21.000.0000.00.320	PRESENTERS	\$17,600.00	\$0.00	\$17,600.00	\$4,670.85	\$4,670.85	\$12,929.15	\$2,944.00	\$9,985.15	56.73%
21.000.0000.00.321	PROF SERVICES	\$78,890.00	\$0.00	\$78,890.00	\$74,030.15	\$74,030.15	\$4,859.85	\$0.00	\$4,859.85	6.16%
21.000.0000.00.322	STAFF SERVICES	\$102,900.00	\$28,000.00	\$130,900.00	\$35,710.34	\$35,710.34	\$95,189.66	\$12,892.00	\$82,297.66	62.87%
21.000.0000.00.323	PUPIL SERVICES	\$223,400.00	\$233,352.05	\$456,752.05	\$312,424.23	\$312,424.23	\$144,327.82	\$348,690.27	(\$204,362.45)	-44.74%
21.000.0000.00.330	PURCHASED/PROF	\$1,518,274.00	\$36,081.82	\$1,554,355.82	\$879,154.99	\$879,154.99	\$675,200.83	\$443,594.40	\$231,606.43	14.90%
21.000.0000.00.340	STATISTICAL SERVICES	\$37,946.25	\$0.00	\$37,946.25	\$8,865.72	\$8,865.72	\$29,080.53	\$0.00	\$29,080.53	76.64%
21.000.0000.00.380	PURCH SERVICES	\$171,000.00	\$40,500.00	\$211,500.00	\$218,118.39	\$218,118.39	(\$6,618.39)	\$17,714.36	(\$24,332.75)	-11.50%
21.000.0000.00.390	x	\$0.00	\$0.00	\$0.00	\$3,108.21	\$3,108.21	(\$3,108.21)	\$5,891.79	(\$9,000.00)	0.00%
21.000.0000.00.411	WATER/SEWER	\$57,875.00	\$292.00	\$58,167.00	\$35,893.50	\$35,893.50	\$22,273.50	\$7,768.30	\$14,505.20	24.94%
21.000.0000.00.421	DISPOSAL	\$41,675.00	\$0.00	\$41,675.00	\$27,418.48	\$27,418.48	\$14,256.52	\$9,067.90	\$5,188.62	12.45%
21.000.0000.00.422	SNOW PLOWING	\$198,100.00	\$0.00	\$198,100.00	\$55,869.25	\$55,869.25	\$142,230.75	\$141,930.75	\$300.00	0.15%
21.000.0000.00.430	REPAIR/MAINT	\$319,259.36	\$117,895.86	\$437,155.22	\$159,219.95	\$159,219.95	\$277,935.27	\$190,261.33	\$87,673.94	20.06%
21.000.0000.00.431	STRUCTURAL REPAIRS & MAINTENANCE	\$312,200.00	\$231,152.11	\$543,352.11	\$46,778.34	\$46,778.34	\$496,573.77	\$205,934.50	\$290,639.27	53.49%
21.000.0000.00.432	ELECTRICAL REPAIRS & MAINTENANCE	\$30,700.00	\$21,393.65	\$52,093.65	\$27,459.11	\$27,459.11	\$24,634.54	\$81,153.04	(\$56,518.50)	-108.49%
21.000.0000.00.433	MECHANICAL REPAIRS & MAINTENANCE	\$39,000.00	\$1,405.00	\$40,405.00	\$9,827.22	\$9,827.22	\$30,577.78	\$6,518.08	\$24,059.70	59.55%
21.000.0000.00.434	HVAC REPAIRS & MAINTENANCE	\$163,300.00	\$106,463.58	\$269,763.58	\$108,266.95	\$108,266.95	\$181,496.63	\$9,889.70	\$151,606.93	56.20%

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 7/1/2018

To Date: 2/28/2019

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
21.000.0000.00.440	BUILDING RENTAL	\$3,500.00	\$0.00	\$3,500.00	\$1,425.00	\$1,425.00	\$2,075.00	\$1,425.00	\$650.00	18.57%
21.000.0000.00.510	OTHER TRANSPORTATION	\$254,231.04	\$14,695.00	\$268,926.04	\$103,957.61	\$103,957.61	\$164,968.43	\$147,876.95	\$17,091.48	6.36%
21.000.0000.00.519	PUPIL TRANSPORTATION	\$2,263,595.20	\$1,250.00	\$2,264,845.20	\$960,845.48	\$960,845.48	\$1,303,999.72	\$1,369,462.24	(\$65,462.52)	-2.89%
21.000.0000.00.520	INSURANCE	\$221,668.00	\$0.00	\$221,668.00	\$221,668.00	\$221,668.00	\$0.00	\$0.00	\$0.00	0.00%
21.000.0000.00.530	Telephone / Web access	\$210,604.00	\$920.20	\$211,524.20	\$172,998.07	\$172,998.07	\$38,526.13	\$153,534.79	(\$115,008.66)	-54.37%
21.000.0000.00.531	Cellular Phones	\$30,000.00	\$0.00	\$30,000.00	\$18,144.24	\$18,144.24	\$11,855.76	\$8,225.76	\$3,630.00	12.10%
21.000.0000.00.534	POSTAGE	\$17,996.00	(\$1,000.00)	\$16,996.00	\$7,726.51	\$7,726.51	\$9,269.49	\$3,947.19	\$5,322.30	31.32%
21.000.0000.00.540	ADVERTISING	\$15,000.00	\$10,450.00	\$25,450.00	\$13,260.09	\$13,260.09	\$12,189.91	\$12,233.22	(\$43.31)	-0.17%
21.000.0000.00.550	PRINTING	\$18,500.00	\$0.00	\$18,500.00	\$12,561.43	\$12,561.43	\$5,938.57	\$168.33	\$5,770.24	31.19%
21.000.0000.00.561	TUITION	\$1,001,295.00	\$86,971.72	\$1,088,266.72	\$558,447.44	\$558,447.44	\$529,819.28	\$462,532.59	\$67,286.69	6.18%
21.000.0000.00.580	MILEAGE	\$88,560.00	\$300.00	\$88,860.00	\$38,903.00	\$38,903.00	\$49,957.00	\$21,049.35	\$28,907.65	32.53%
21.000.0000.00.590	MISC PURCH SERV	\$16,700.00	\$0.00	\$16,700.00	\$4,036.33	\$4,036.33	\$12,663.67	\$9,209.67	\$3,454.00	20.63%
21.000.0000.00.610	GENERAL SUPPLIES	\$796,290.60	\$37,100.45	\$833,391.05	\$387,656.19	\$387,656.19	\$445,734.86	\$158,323.07	\$287,411.79	34.49%
21.000.0000.00.615	TESTING SUPPLIES	\$9,349.00	(\$25.00)	\$9,324.00	\$5,697.48	\$5,697.48	\$3,626.52	\$0.00	\$3,626.52	38.89%
21.000.0000.00.622	ELECTRICITY	\$468,405.00	\$0.00	\$468,405.00	\$261,648.64	\$261,648.64	\$206,756.36	\$136,336.10	\$70,420.26	15.03%
21.000.0000.00.623	BOTTLED GAS	\$12,330.00	\$1,500.00	\$13,830.00	\$13,960.89	\$13,960.89	(\$130.89)	\$569.83	(\$700.72)	-5.07%
21.000.0000.00.624	FUEL OIL	\$347,085.00	\$0.00	\$347,085.00	\$196,112.99	\$196,112.99	\$150,972.01	\$0.00	\$150,972.01	43.50%
21.000.0000.00.640	BOOKS	\$93,081.00	(\$1,340.71)	\$91,740.29	\$37,708.60	\$37,708.60	\$54,031.69	\$42,058.78	\$11,972.91	13.05%
21.000.0000.00.641	PERIODICALS	\$24,374.75	(\$71.85)	\$24,302.90	\$16,484.27	\$16,484.27	\$7,818.63	\$4,646.61	\$3,172.02	13.05%
21.000.0000.00.649	OTHER INFO SOURCES	\$16,990.00	\$957.68	\$17,947.68	\$1,092.47	\$1,092.47	\$16,855.21	\$687.37	\$16,167.84	90.08%
21.000.0000.00.650	SOFTWARE SUPPORT	\$312,684.49	\$5,846.50	\$318,530.99	\$262,716.37	\$262,716.37	\$55,814.62	\$15,035.77	\$40,778.85	12.80%
21.000.0000.00.656	GASOLINE	\$190,300.00	\$5,785.37	\$196,085.37	\$101,848.02	\$101,848.02	\$94,237.35	\$19,297.23	\$74,940.12	38.22%
21.000.0000.00.733	NEW FURNITURE	\$14,718.00	\$29,481.72	\$44,199.72	\$18,103.23	\$18,103.23	\$26,096.49	\$21,136.45	\$4,960.04	11.22%
21.000.0000.00.734	OTHER EQUIPMENT	\$207,342.00	\$0.00	\$207,342.00	\$82,950.90	\$82,950.90	\$124,391.10	\$107,639.50	\$16,751.60	8.08%
21.000.0000.00.737	REPL FURNITURE	\$30,970.00	\$1,564.00	\$32,534.00	\$16,979.13	\$16,979.13	\$15,554.87	\$7,795.50	\$7,759.37	23.85%
21.000.0000.00.738	REPL EQUIPMENT	\$172,603.00	\$716.30	\$173,319.30	\$16,741.86	\$16,741.86	\$156,577.44	\$16,983.87	\$139,593.57	80.54%
21.000.0000.00.739	OTHER EQUIPMENT	\$43,593.50	\$103,206.16	\$146,799.66	\$141,261.29	\$141,261.29	\$5,538.37	\$5,815.73	(\$277.36)	-0.19%
21.000.0000.00.810	DUES & FEES	\$177,405.00	\$5,361.31	\$182,766.31	\$82,481.50	\$82,481.50	\$100,284.81	\$24,178.48	\$76,106.33	41.64%
21.000.0000.00.830	DEBT SERVICE INTEREST	\$79,875.00	\$11,722.00	\$91,597.00	\$111,422.52	\$111,422.52	(\$19,825.52)	\$0.00	(\$19,825.52)	-21.64%
21.000.0000.00.890	MISCELLANEOUS	\$60,490.00	\$5,089.68	\$65,579.68	\$32,694.24	\$32,694.24	\$32,885.44	\$31,809.46	\$1,075.98	1.64%
21.000.0000.00.910	DEBT SERVICE PRINCIPAL	\$360,000.00	(\$5,000.00)	\$355,000.00	\$355,000.00	\$355,000.00	\$0.00	\$0.00	\$0.00	0.00%
21.000.0000.00.930	TRUSTS/IC	\$0.00	\$427,316.94	\$427,316.94	\$427,316.94	\$427,316.94	\$0.00	\$0.00	\$0.00	0.00%
Fund: General Fund - 21		\$45,054,140.73	\$1,408,724.35	\$46,462,865.08	\$26,028,493.44	\$26,028,493.44	\$20,434,371.64	\$17,285,165.35	\$3,149,206.29	6.78%

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 7/1/2018 To Date: 2/28/2019

☒ Filter Encumbrance Detail by Date Range

☐ Include pre encumbrance

☐ Exclude inactive accounts with zero balance

☐ Print accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
Grand Total:		\$45,054,140.73	\$1,408,724.35	\$46,462,865.08	\$26,028,493.44	\$26,028,493.44	\$20,434,371.64	\$17,285,165.35	\$3,149,206.29	6.78%

End of Report