

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

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. January 22, 2019 (pg. 1-4)
4. Points of Pride
5. Public Comment
6. Consent Agenda
 - a. Personnel (pg. 5-18)
 - 1) Job Description (2nd Read/Approval):
 - a) Occupational Therapist
 - 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
 - b. Board Requests
 - c. List of Registered Board Candidates
7. Superintendent's Report and Presentation of Business
 - a. Monthly Events Calendar (pg. 19-20)
 - b. District Meeting Part I (Deliberative Session)
 - c. Accept Gift/Donation (Board Vote Required) (pg. 21)
 - 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.
 - d. February 1, 2018 Enrollment Update (pg. 22-23)
8. Reports
 - a. Student Representative – Molly Janoch/Marina McMahon
 - b. Teacher Representative – Asher MacLeod
 - c. Food Service Committee – Linda Quintanilha
 - d. Selectmen's Advisory Committee –
 - e. Education Committee – Crista Salamy
9. Old Business
 - a. Town of Hancock Request for Trust Funds
 - b. 2nd Read Policy/Adoption (Board Vote Required)
 - IMBA: Distance Education (pg. 24)
10. New Business
 - a. Summer Food Service Program Recommendation (Board Vote Required)
 - b. Submission of Board Officer Declaration
 - 1) Policy BDB Board Officers (pg. 25-26)
11. Public Comment
12. Approval of Manifests (Board Vote Required)
13. Non-Public Session: RSA 91-A:3,II (If Required)

MISSION STATEMENT

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

- a. Negotiations**
- b. Personnel**
- c. Legal**

Upcoming Meetings:

Wed., February 6th – District Meeting Part I (Deliberative Session) @ CVHS Gymnasium @ 6:00 p.m.(Snow Date: Thurs., Feb. 7th)
Tues., February 12th – Budget & Property Committee Mtg. @ SAU @ 5:30 p.m.
Tues., February 12th – Communication Committee Mtg. @ SAU @ 7:00 p.m.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

**106 Hancock Road
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, January 22, 2019

School Board Meeting

SAU Office

7:00 p.m.

Minutes

BOARD

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

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

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
Mindy Ryan, B.A.
Ben Moenter, Special Ed.
Jim Elder, GBS
Amy Janoch, HES
Anne O'Bryant, SMS
Colleen Roy, GES
Stephanie Syre-Hager, AES

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 (If Required)

a. Legal

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

Linda Quintanilha motioned to exit non-public session at 7:07 p.m. Rich Cahoon second. Unanimous.

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

a. January 3, 2019

Stephan Morrissey moved to accept the minutes of January 3, 2019. Dick Dunning second. Unanimous.

b. January 8, 2019

Stephan Morrissey moved to accept the minutes of January 8, 2019. Dick Dunning second. Linda Quintanilha abstained. All else in favor. Motion carried.

4. Points of Pride

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

5. Public Comment

None.

6. Consent Agenda

a. Personnel

1) 1:1 Para Justification – SMS

Kimberly Saunders referenced a 1:1 para justification.

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.

Linda Quintanilha moved to approve the request as presented. Dick Dunning second. This position will continue beyond the current year and will be ongoing.

Unanimous.

7. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

- Public Hearing – Football Helmets

The date for the Public Hearing on Football Helmets was set for Tuesday, February 5, 2019.

b. ESSA designations – Ann Forrest, Assistant Superintendent

Dr. Ann Forrest and Stephanie Syre-Hager shared information about ESSA (Every Student Succeeds ACT). The plan needs to identify an accountability plan. The plan uses state assessment for grades 3-8. One indicator is an achievement indicator – the average performance level of all students who participated in NH's Statewide Assessment System.

Growth – the average growth percentile (AGP) for all students with AGP's.

Progress toward English Language Proficiency –

Equity – the average student growth percentile for the lowest performing in a school.

This information is taken and translated into a score from 1-4. Comprehensive Support and Improvement Schools are identified as a result. AES scored a 1 in achievement and a 2 in growth. Subgroups were not large enough to determine scores for English language proficiency and Equity.

AES was identified in November/December.

Diagnostic review is pending from the State. The RFP Diagnostic Review has not been identified.

While we are waiting for the State, we have started looking at information.

Stephanie Syre-Hager reported that data is being reviewed. In particular, student performance on district and state assessment is being compared with other data collected on students.

A review of instructional practices took place. A review of district professional development (PD) offered and an assessment of that PD took place. In addition, a review of district/school leadership practices occurred. Lastly, a review of available supports and interventions was looked at. Rigor is being looked at in terms of student work. Looking at the barriers that students experience in the learning process took place.

AES is on the list for three years. In the next two years, we need to show improvement.

Rich Cahoon said that as a matter of statistical analysis, it should be noted that this is junk.

Ann Forrest confirmed, however she said that students are not performing where we would like them to.

Rich Cahoon said that concerns about sample size were noted. Kimberly Saunders said that this provides information and causes us to look at better ways to stretch and grow. It also provides dollars for this purpose.

The appeal process is fuzzy. The State is willing to sit down and discuss how the status was arrived at.

Rich said that a year from now we will either show growth or not; and it will be a different group of students. He shared concern if the board did not push back; this could become a significant issue for a town that is growing and its elementary school.

Kimberly recommended reaching out to the NHSBA and NHSAA and ask some questions as a starter. Meeting with the DOE is also an option to share concerns about being identified.

Rich asked the board's permission to contact the NHSBA.

Stephan Morrissey moved that Rich Cahoon contact the NHSBA on the ESSA designation for AES. Linda Quintanilha second. Unanimous.

Dick Dunning expressed the positive things that he hears about AES.

c. Board Requests

None.

d. Accept Gift/Donation (Board Vote Required)

- 1) South Meadow School requests authorization to accept from: Kimberly and Tom Sell, the following gift/donation of a Suzuki Baby Grand Digital Piano valued at \$1,000.00 for the purpose of use in choir, general music and NHDl.

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

- 2) Dublin Consolidated School requests authorization to accept from: Dublin Community Foundation, the following gift/donation of a check in the amount of \$1,000.00 for the purpose of the April 15th Residency with the Children's Stage Adventures Program.

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

- 3) Dublin Consolidated School requests authorization to accept from: DCS PTO, the following gift/donation of a check in the amount of \$500.00 for the purpose of the Children's Stage Adventures Program.

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

What is Children's Stage Adventures Program? How do we address if this creates inequities in our schools? Kimberly said that not all of the schools participate in these particular programs.

Unanimous.

8. Reports

a. Student Representative - Molly Janoch/Marina McMahon

Molly Janoch reported that ConVal held its *Celebration of Learning* and it was a great success. For sports, Lindsay Carey got her 1,000th point in basketball; it's first in over a decade. Finals begin tomorrow and last two days. The new semester follows.

b. Teacher Representative - Asher MacLeod

Asher MacLeod reported CVEA fundraiser on snow predictions to benefit *End 68 Hours of Hunger*.

c. Budget & Property Committee - Jim Fredrickson

Jim Fredrickson reported discussion on a review of the Capital Improvement Plan.

The Capital Improvement Plan, over the next several years, totals \$4M. In addition, discussion about the possibility of a bond issue next March for some of this work took place. Security cameras for elementary schools, requiring funding from the district, in part, and completion of the work by April was discussed.

\$20K for LED for PES and AES with a payback in two years in savings was shared. Funds would be needed for this as well. A hearing will be needed for \$42K.

Lastly, the Town of Hancock requested use of trust funds for work to improve facilities used by Hancock Elementary School students was discussed.

Stephan Morrissey moved to exempt the bidding policy, DJE, on security. Dick Dunning second. Unanimous.

Jim Fredrickson also reported on discussion on the impact of the funding formula change proposal and the impact on towns.

d. Communications Committee - Niki McGettigan

Communications reviewed the work Jim Fredrickson has been working tirelessly on around the impact of the budget as a whole and through certain warrant articles.

Niki put together Jim's information and will meet with Helfried Zrzavy to get parts up on the website.

Meanwhile, Kristen Reilly has worked hard on disseminating information about the default budget. It is also available on the website. This week, Niki said that she hopes to talk to the newspaper about single tier bussing.

e. Strategic Plan Committee - Bernd Foecking

Bernd Foecking reported that a decision to halt Strategic Plan meetings until after the vote was made. A mode of shepherding and determining work for next year will take place.

9. Old Business

a. Updated Operating Budget Versions- Mindy Ryan

Mindy Ryan reported that the Budget Version 5 remains the same. Default budget calculations were shared.

b. Other Warrant Articles

Rich Cahoon moved to include the tallies on all of the warrant articles that the board votes on for recommendations. Stephan Morrissey second. Linda Quintanilha, Dick Dunning, and Stephan Morrissey opposed. Motion carried.

Stephan Morrissey moved to recommend Article 03. Rich Cahoon second. Unanimous.

c. Warrant Assignments

Board members volunteered to speak at District Meeting about specific warrant articles.

Discussion took place about the presentation for District Meeting. Jim said that slides and information should be ready. A spreadsheet of the last 10 years of budget totals should be available with decline in enrollment and decline in staffing.

Sharing information about what has been downshifted to the district should be shared as well. A slide on the change in the default budget calculation was asked. The Monadnock Ledger-Transcript explained it well, people still don't understand.

10. New Business

a. 1st Read Policy

- IMBA: Distance Education

Rich Cahoon referenced this policy as a first read. Please send comments or concerns to Carol Hills or Policy Committee members.

b. Default Budget and Recommendations

Kimberly Saunders asked the board if there was further conversation about the default.

Jim Fredrickson asked if any of the board received feedback about the proposed cuts. Several had.

Rich Cahoon reported that parents are concerned about programmatic cuts for programs that their children are involved.

Tim Markley referenced a job description for Certified Occupational Therapist Assistant for a first read.

11. Public Comment

None.

12. Approval of Manifests (Board Vote Required)

Mindy Ryan certified that manifests totaling \$1,003,118.80 and Payroll totaling \$794,594.01 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 approval 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 for negotiations and personnel at 8:12 p.m. Unanimous on a roll call vote.

Stephan Morrissey moved to exit non-public session at 8:39 p.m. Jerry Wilson second. Unanimous.

Stephan Morrissey moved to seal the minutes of non-public session for legal and personnel in perpetuity. Jerry Wilson second. Unanimous.

Stephan Morrissey moved to accept the recommendation to add the insurance plan to programming. Linda Quintanilha second. Unanimous.

Linda Quintanilha motioned to adjourn at 8:40 pm. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

DRAFT

POSITION TITLE: Occupational Therapist

SUPERVISOR: Director of Special Education

QUALIFICATIONS:

- Current State licensure as an Occupational Therapist
- Current NBCOT Certification
- Bachelor of Science or Master's Degree in related field
- One to three years' experience preferred

SUMMARY: Develop, implement, and coordinate the school district's occupational therapy program for students with disabilities by developing individualized programming based on occupational performance activities. To support the education of students with disabilities or physical impairments in their least restrictive environment by developing, implementing and coordinating an occupational therapy program, and providing screening, evaluation and intervention services. Uses professional Code of Ethics and Standards of Practice to guide ethical decision making in practice.

DUTIES AND RESPONSIBILITIES:

- Screens, evaluates and monitors students with disabilities for the purpose of providing educational programs, therapeutic intervention and transition and exit planning.
- Collaborates with staff to ensure team understanding of student occupational performance strengths and needs, as well as student outcomes.
- To serve on a multi-disciplinary team that is for the identification of a student with suspected educational disability. To serve as the highly qualified examiner on the IEP teams.
- To analyze, interpret, and present evaluations at special education team meetings.
- Evaluates the student's ability and formulates the student's occupational profile. Providing written reports that reflects strengths and barriers to student participation in the educational environment and guides evidence-based intervention.
- Participates in the development of Individualized Education Programs.
- IEP and 504 plans for case load students are to be read and implemented
- Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the classroom.

*1st Read: 1/22/2019
Approval: 2/5/2019
Revision:*

- Provide Occupational Therapy expertise to multi-disciplinary teams across the special education process.
- To provide the immediate supervisor with a schedule of students serviced and to keep thorough ongoing records for the individual students receiving therapy.
- Documents occupational therapy services, and maintains records in accordance with school district, as well as state and federal laws and regulations.
- Directs the work of Occupational Therapy Assistants as needed.
- Continues to acquire professional knowledge and learn of current developments in the educational and occupational therapy field. To develop an appropriate plan of professional development.
- Performs other position related tasks as assigned by the Director of Special Education
- Ability to adapt and modify environments, equipment and materials including assistive technology.
- Provide continuing education and in-services for educational personnel and families
- Provide fieldwork education and direction of occupational therapy and occupational therapy assistant students.

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.

1st Read: 1/22/2019

Approval: 2/5/2019

Revision:

- 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: 1/22/2019

Approval: 2/5/2019

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.

1st Read: 2/5/2019

Approval:

Revision:

- 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.

1st Read: 2/5/2019

Approval:

Revision:

- 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

Approval:

Revision:

**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.

1st Read: 2/5/2019

Approved:

Revised:

- 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.

1st Read: 2/5/2019

Approved:

Revised:

- 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.

1st Read: 2/5/2019

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

1st Read: 2/5/2019

Approval:

Revision:

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK 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)
- Promotes regular school attendance
- Conducts home visits
- Promote safe, caring and drug free schools
- Advocate for students
- Provide referrals for homeless students and families
- Collaborate with school staff and community agencies

*1st Read: 2/5/2019
Approval:
Revision:*

- Participate in transition planning for students
- Report suspected child abuse/neglect
- Promote parental involvement in the schools
- Provide crisis intervention services
- 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

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- 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.

1st Read: 2/5/2019
Approval:
Revision:

- 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.
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- 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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- 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

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 Budget & Property Committee Mtg. @ 5:30 pm @ SAU Communications Committee Mtg. @ 7:00 pm @ SAU	13	14	15	16
17	18 Education Committee @ 5:30 pm @ SAU	19 Policy Committee @ 6:00 pm @ SAU Public Hearing on Warrant Article to Change Articles of Agreement @ 7:00 pm @ SAU Public Hearing on Helmets immediately following School Board Mtg. @ SAU immediately following Public Hearings	20 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						

NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1

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

Telephone: 603-924-3336

Fax: 603-924-6707

Kimberly Saunders
Superintendent of Schools
ksaunders@conval.edu

Dr. Ann Forrest
Assistant Superintendent of Schools
aforrest@conval.edu

TO: Contoocook Valley School Board

FROM: Jennifer Kiley

DATE: 1/16/18

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The ConVal High School School requests authorization to accept from:

Name/Address: Guild of NH Woodworkers

the following gift/donation of: grant award valued at \$ 860.00

for the purpose of: to be spent on turning and safety equipment
in the manufacturing/woodworking lab. & lathe sharpening tools.

Jennifer M. Kiley
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received _____

Date Approved by School Board _____

Date Not Approved by School Board/Reason: _____

February 1, 2019 Enrollment

Enrollment numbers may include tuitioned-in students

	A	B	C	D	E	F	G	H
			Grade 5	Grade 6	Grade 7	Grade 8	Total	FTE Teachers
1								
2		2.1.19						
3	DCS		8				8	
4								
5	GBS	# of Students	83	72	62	52	269	
6		# of Sections	4	3	3	3		13
7		Teacher	Teacher	Teacher	Teacher	Teacher		
8		Teacher	Teacher	Teacher	Teacher	Teacher		
9		Teacher	Teacher	Teacher	Teacher	Teacher		
10		Teacher	Teacher	Teacher	Teacher	Teacher		
11		Ratio	20.8	24.0	20.7	17.3		
12								
13	SMS	# of Students	84	101	100	124	409	
14		# of Sections	4	5	4	6		19(-1)
15		Teacher	Teacher	Teacher	Teacher	Teacher		
16		Teacher	Teacher	Teacher	Teacher	Teacher		
17		Teacher	Teacher	Teacher	Teacher	Teacher		
18		Teacher	Teacher	Teacher	Teacher	Teacher		
19		Teacher	Teacher	Teacher	Teacher	Teacher		
20		Ratio	21.0	20.2	25.0	20.7		
21								
22		Total Students	175	173	162	176	686	32
23								
24								
25								
26	CVHS	Grade	9	10	11	12		
27		Teachers	174	189	170	177	710	49
28			12.25	12.25	12.25	12.25		
29								
30								
31						K to 4		55
32						5-8		32
33						9-12		49
34						Total 2018-19	2119	136.0
35						2017-18	2143	
36						2016-17	2234	
37						2015-16	2169	
38						2014-15	2239	
39						2013-14	2325	
40						2012-13	2342	
41						2011-12	2434	
42								
43								
44								

IMBA: Distance Education

Students enrolled in the district may take advantage of distance education opportunities. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational opportunities, including courses, as a means to fulfill, or further supplement, curriculum requirements and/or current course offerings. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities, and Policy IHBI, Alternative Learning Plans.

The written approval of the building principal is required before students enroll in an online or virtual course that is intended to become part of their educational program. (*Note: Written approval from the building principal is not required before students enroll in a Virtual Learning Academy Charter School (VLACS) course as VLACS is a fully-accredited, state-approved public school.*) Students applying for permission to take an online course may be required to complete prerequisites and/or provide teacher/counselor recommendations.

Assistant Superintendent approved distance education curriculum/courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved. Additionally, the district requires students to develop and submit a plan for completing the distant education course before the course is approved. The plan must include (a) a detailed timeline for completing the course, (b) when the distance education course will be taken (i.e., during the school day, outside of the school day, or a combination of the two), and (c) the identification of any support that the school or district is able to provide.

After a distance education course has been approved, the principal will assign a teacher to provide identified support and monitor student progress. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and Policy EHAA/JICL, Internet Safety and Responsible Use for Students, will apply.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306.04(a)(12), Distance Education

Ed 306.22, Distance Education

Category: Recommended

First Read: January 22, 2019

Second Read: February 5, 2019

Adopted:

BDB – Board Officers

1. At the first meeting of the School Board after the District Voting in March, the Board shall elect a Chairperson and a Vice-Chairperson. Candidates for Chairperson shall have served at least two years as a member of the Board. Candidates for Vice-Chairperson shall have served at least one year as a member of the Board.
2. Method of Election. Candidates for each office shall declare in writing their candidacy at the first Board meeting in February of each year. Each candidate shall have the opportunity to speak to their qualifications at the following meeting and answer questions from Board members.

In the event that Board members may be leaving the Board, the candidates to replace them shall be invited and encouraged to attend this meeting.

The election of the Chairperson and Vice-Chairperson shall be done by a roll-call vote at the first meeting of the School Board after the District Voting in March. A plurality of votes cast during this open roll-call vote will be sufficient to elect a candidate.

1. Term Limits.

The length of term for these offices shall be one year. A Board member may serve as either Chairperson or Vice-Chairperson, or four terms in a combination of these offices.

1. Duties.

The Chairperson shall preside at all meetings and shall not originate or second motions; however, the Chairperson shall have the right to vote on all matters before the Board. The Chairperson shall consult with the Superintendent on the preparation of the agenda for each meeting, shall call special meetings as needed, shall have authority to sign contracts and other instruments as approved by the Board in its name and on its behalf, and shall have such other powers and duties as the Board may determine.

The Vice-Chairperson shall have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may determine.

1. Resignation of Chairperson.

In the event that a Chairperson shall resign or be otherwise unable to serve a full term, the Vice-Chairperson shall assume the role of Chairperson. The Board will decide whether to elect an interim Vice Chairperson. If so, the aforementioned election procedure will be followed.

1. Other Officers.

Secretary

The Secretary of the School Board is hired by the Superintendent subject to approval by the Board. The Secretary shall be responsible for Board correspondence when directed by the Chairperson. The Secretary shall attend all board meetings and keep an accurate record of all proceedings which she/he shall sign.

She/He shall have custody of the record books and documents of the School Board, which are to be available for public inspection at all reasonable times. She/He shall be responsible to the Superintendent in performance of duties.

Legal References:

RSA 195:5, Cooperative School District Officers: School Board Powers & Duties

RSA 197:20, School Meetings & Officers: Clerk Duties

RSA 197:22, School Meetings & Officers: Treasurers Bond

RSA 197:23-a, School Meetings & Officers: Treasurers Duties

RSA 671:23, School District Elections: Warrant

RSA 671:6, School District Elections: Other Officers

RSA 671:31, School District Elections: Reports by Clerk

Category: R

1st Read: May 17, 2016

2nd Read: June 7, 2016

Adoption: June 7, 2016

< BCB – School Board Member Conflict of Interest

BDC – Appointed Board Officials (<http://schoolboard.convalsd.net/district-policies/bdc-appointed-board-officials/>)