

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

**106 Hancock Road
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, March 5, 2019

7:00 p.m.

SAU Office

- 1. Call to Order and Pledge of Allegiance**
- 2. Accept School Board Meeting Minutes (Board Vote Required)**
 - a. February 19, 2019 (pg. 1-3)**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
 - a. Personnel**
 - 1) Job Description (2nd Read/Approval) (pg. 4-18)
 - a. Elementary Classroom Teacher
 - b. Middle School Classroom Teacher
 - c. High School Teacher
 - 2) Notice of Stipend Positions (pg. 19-20)
- 6. Board Requests**
- 7. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 21-22)**
 - b. March 1, 2019 Enrollment Update**
- 8. Reports**
 - a. Budget & Property Committee Meeting – Jim Fredrickson**
 - b. Selectmen's Advisory Committee Meeting – John Jordan**
 - c. Student Representative –Molly Janoch/Marina McMahon**
 - d. Teacher Representative – Asher MacLeod**
- 9. Old Business**
 - a. 2nd Read Policy (Board Vote Required) (pg. 23-24)**
 - 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
- 10. New Business**
- 11. Public Comment**
- 12. Approval of Manifests (Board Vote Required)**
- 13. Non-Public Session: RSA 91-A:3,II (If Required)**
 - a. Legal**
 - b. Personnel**
 - c. Negotiations**

MISSION STATEMENT

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

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road

Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, February 19, 2019

6:00 p.m.

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

a. Student

MINUTES

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II for student matters at 6:00 p.m. Dick Dunning second. Unanimous.

Stephan Morrissey moved to exit non-public at 7:07 p.m. Jerome Wilson second. Unanimous.

School Board Meeting (Cont'd)

Immediately Following Public Hearings

MINUTES

1. Call to Order and Pledge of Allegiance

Myron Steere called the meeting to order at 7:29 p.m. The Pledge of Allegiance was recited.

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

a. Student

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 7:29 p.m. for the purpose of a student matter. Unanimous on a roll-call vote.

Stephan Morrissey moved to exit non-public session at 8:04 p.m. Linda Quintanilha second. Unanimous.

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

a. February 5, 2019

Stephan Morrissey moved to accept the minutes of February 5, 2019. Dick Dunning second. Unanimous.

4. Appoint School District Clerk (Board Action/Vote Required)

Kimberly Saunders said that we need to appoint a District Clerk. She recommended David Jack for the remainder of his service.

Stephan Morrissey moved to appoint David Jack as School District Clerk. Dick Dunning second. Unanimous.

5. Points of Pride

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

6. Public Comment

None.

7. Consent Agenda

a. Personnel

1) Notice of Stipend Positions 2018-2019

Tim Markley referenced the list of stipend positions as informational only.

Dick Dunning asked if stipends are set by a matrix. Confirmed.

Dick specifically asked about track position. Confirmed.

2) Job Descriptions (1st Read)

a. Elementary Classroom Teacher

b. Middle School Classroom Teacher

c. High School Teacher

Tim Markley referenced the job descriptions as a first read.

3) Job Descriptions (2nd Read/Adoption)

- a. Certified Occupational Therapist Assistant (COTA)
- b. Physical Therapist
- c. School Social Worker
- d. Speech/Language Pathologist/Specialist

Stephan Morrissey moved to approve the job descriptions as shared. Dick Dunning second.

Linda Quintanilha thanked Tim Markley for going through this exercise and updating these. **Unanimous.**

b. Board Requests

Kimberly Saunders reported that she has heard that there is one outstanding board request. Please see Kimberly if you have an outstanding board request.

8. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

No change.

b. Field Trip Requests (Board Vote Required)

- 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.

Stephan Morrissey moved to approve the request as detailed. Dick Dunning second.

Linda Quintanilha asked if GBS participates in Special O's. The response was that they do not.

Unanimous.

9. Reports

a. Student Representative – Molly Janoch/Marina McMahon

ConVal High School will hold a Pep Rally this week. Boys and girls basketball teams doing really well. Auditions for spring play were today. Spanish class students are going to Costa Rica over Spring break. Unified basketball is also doing very well.

b. Teacher Representative – Asher MacLeod

The CVEA is working on a campaign to pass the budget and CVEA contract. The senior scholarship essay is open. The high school music department went to GBS to talk about what is available at ConVal last week.

c. Education Committee – Linda Quintanilha

Linda Quintanilha reported that discussion about exploring equity in the math department took place. Three groups are discussing issues, comments and reflections are being gathered. Graduation requirements for math are being looked at. Letter Land and Key Comprehension information was shared. Going really well. Staff is excited. Data is looking good.

d. Communication Committee – Niki McGettigan

Corrections were made to a PowerPoint and Jims work is done. A Press Release was sent to get out to papers in support of article 1 and 2. Working to keep website updated, putting up the primer and opinion pieces. Flyer mailer will be worked. Restating the default information to be more current was discussed for communication. Looking at the "We are Conval" publication to revamp was discussed.

10. Old Business

a. School Board Candidates for Chair and Vice-Chair – Q&A

Stephan Morrissey said that he sees himself as able to support Myron as Vice-Chair. Falling in Rich's footsteps will be impossible.

Myron Steere said that doing much of the work in committee is his goal. Brief meetings are planned as well.

11. New Business

a. 1st Read Policy

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

Rich Cahoon said that this is a brand new policy; it is required.

- 2) JJJ: Access to Public Programs by Nonpublic, Charter Schools, and Home Educated Pupils

Rich Cahoon said this reflects the RSA as well.

b. Expenditure Report – David Jack

David Jack reported that he will be looking at any deficits and process transfers to bring to the board. It is his intent to get this in the next month and a half to allow a better idea of where the budget will end up. The budget looks solid in sustaining itself through the end of the year. The audit report will be finished up.

Snowplowing – encumbrance of which puts account balance at \$300.00. This is a result of having a contract for the year.

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

Kimberly said that every year, the board sets tuition.

Rich Cahoon said that he loves using the excess capacity, is this working? Confirmed. Rich spoke about the incremental cost of adding a student as being well below what we are charging.

Stephan Morrissey moved to set the rate of tuition for an out of district student at \$7,336.25 for the 2019/2020 school year. Jim Fredrickson second. Unanimous.

12. Public Comment

Tim Theberge, Hancock, asked why not charge the full rate for tuition. The response was that there is a marginal rate of return. We are leveraging that we have had declining enrollment, this fills empty seats.

13. Approval of Manifests (Board Vote Required)

David Jack certified that manifests listed totaling \$306,870.55 and Payroll totaling \$936,726.50 have been reviewed by him and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

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

14. 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 8:34 p.m. for student matters, personnel, and legal. Dick Dunning second. Unanimous on a roll call vote.

Stephan Morrissey moved to exit non-public session at 9:18 p.m. Dick Dunning second. Unanimous.

Stephan Morrissey moved to seal the minutes of legal for a period of five (5) years. Dick Dunning second. Unanimous.

Stephan Morrissey moved to seal the minutes of personnel and student matters indefinitely. Dick Dunning second. Unanimous.

Stephan Morrissey moved to approve to press release regarding teachers' contract and budget. Dick Dunning second. Unanimous.

Stephan Morrissey moved to permit the extended personnel leave requested. Linda Quintanilha second. Unanimous.

Stephan Morrissey moved to authorize to expend funds to support that class at GBS. Linda Quintanilha second. Unanimous.

Niki McGettigan said that default has been discussed and an article written. She wants to refresh that information and be clear that what we listed has already been voted on by the board and is what would be eliminated.

Jim Fredrickson said that it was talked about but the list is not final. What went public is that it could be counted on. The list is not complete.

Stephan Morrissey motioned to adjourn at 9:26 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK 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
CONTOOCOOK 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, assembles, 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

1st Read: 2/19/2019

Approval:

Revision:

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.

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 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.

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,

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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:

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

CONTOOCCOOK VALLEY SCHOOL DISTRICT

**March 5, 2019
Personnel Agenda**

**Co-Curricular Stipends
See Attached**

NOTICE OF STIPEND POSITIONS

First	Last	DAC	Position	Stipend Amt	FTE
Non-Athletic					
Scott	Baldwin	GBS	Flag Football	\$1,025.88	1
Scott	Baldwin	GBS	Floor Hockey	\$666.82	1

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						

April 2019

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

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: March 5, 2019

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.

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: R

See also: IHBG - Home Education Instruction

IHBG-R, Administrative Procedure to Accompany Policy IHBG

Home Education Participation in District Programs and Activities

First Reading: February 19, 2019

Second Reading: March 5, 2019

Adoption: