

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, April 16, 2019**

**School Board Meeting**

**6:30 P.M.**

**SAU Office**

1. Call to Order and Pledge of Allegiance
2. Non-Public Session: RSA 91-A:3,II (If Required)
  - a. Student
3. Acceptance of School Board Meeting Minutes (Board Vote Required)
  - a. April 2, 2019 (pg. 1-4)
4. Points of Pride
5. Public Comment
6. Consent Agenda
  - a. Personnel (pg. 5-25)
    - 1) Job Description (2<sup>nd</sup> Read/Adoption)
      - a. Technology Support Assistant
      - b. Accountant
      - c. Custodian
      - d. Custodian Team Lead
      - e. Maintenance Technician
      - f. Lead Facilities Maintenance Technician
      - g. Lead Grounds Keeper
    - 2) Job Description (1<sup>st</sup> Read) (pg. 26-31)
      - a. Title I Project Manager
      - b. Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator- High School
7. Superintendent's Report and Presentation of Business
  - a. Monthly Events Calendar (pg. 32-33)
    - 1) Set School Board Retreat Date
  - b. Thornton Wilder Center for the Arts Presentation – Rob Eichler, Bob Pettigrew, Bob Edwards (pg. 34-37)
  - c. Accept Gift/Donation (Board Vote Required) (pg. 38)
    - 1) South Meadow School requests authorization to accept a gift/donation totaling \$2,000.00 from the Steven W. Crowe Foundation for the purpose of assisting in the replacement of the SMS Stage Curtain.
  - d. Accept Gift/Donation (Board Vote Required) (pg. 39)
    - 1) ConVal High School requests authorization to accept a gift/donation totaling \$1,500.00 from the American Association of Woodturners for the purpose of purchasing supplies and equipment for woodworking and manufacturing.
  - e. Vacancies
8. Reports
  - a. Student Representative – Molly Janoch
  - b. Teacher Representative – Asher MacLeod
  - c. Budget & Property Committee – Jim Fredrickson
  - d. Strategic Plan Committee – Dick Dunning
  - e. ATC Committee – Stephan Morrissey
  - f. Education Committee – Jerome Wilson
  - g. Communication Committee – Niki McGettigan
  - h. Food Service Committee – Linda Quintanilha
9. Old Business
  - a. Committee Chair Goal Setting Reports
10. New Business
  - a. Staff Nominations (Board Vote Required)
  - b. Edith Bird Bass Essay
11. Public Comment
12. Approval of Manifests (Board Vote Required)
13. Non-Public Session: RSA 91-A:3,II (If Required)
  - a. Personnel
  - b. Negotiations
  - c. Legal

*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  
Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, April 2, 2019**

**School Board Meeting**

**7:00 p.m.**

**SAU Office**

**Minutes**

**BOARD**

Rich Cahoon, Richard Dunning,  
Janine Lesser, Stephan Morrissey,  
Linda Quintanilha, Crista Salamy,  
Myron Steere, Tim Theberge  
Jerome Wilson

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

**ADMINISTRATION**

Dr. Kimberly Saunders, Supt.  
Dr. Ann Forrest, Asst. Supt.  
Tim Markley, H.R.  
David Jack, B.A.  
Cari Christian-Coates, Student Serv.  
Kathie Morrocco, Pierce  
Amy Janoch, HES  
Colleen Roy, GES  
Kat Foecking, FES  
Stephanie Syre-Hager, AES  
Fabi Woods, TES

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

**a. March 19, 2019**

**Stephan Morrissey moved to approve the minutes of March 19, 2019. Dick Dunning second. Unanimous.**

**3. Points of Pride**

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

**4. Public Comment**

None.

**5. Consent Agenda**

**a. Personnel**

**1) Resignations – June 2019**

Tim Markley referenced the resignation of Eric Kostecki, CVHS School Counselor.

**Stephan Morrissey moved to accept the resignation as read. Tim Theberge second. Unanimous.**

**2) Co-Curricular Stipends**

Tim Markley referenced co-curricular stipend information.

**3) Job Description (2<sup>nd</sup> Read/Approval)**

**a. Administrative Assistant/Office**

**b. Administrative Assistant/ATC**

**c. Administrative Assistant/Office Coordinator**

**Stephan Morrissey moved to approve the job descriptions as presented. Dick Dunning second. Unanimous.**

**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.*

- 4) Job Description (1<sup>st</sup> Read)
  - a. Technology Support Assistant
  - b. Accountant
  - c. Custodian
  - d. Custodian Team Lead
  - e. Maintenance Technician
  - f. Lead Facilities Maintenance Technician
  - g. Lead Grounds Keeper

Tim Markley referenced the job descriptions for positions listed for a first read.

## **6. Superintendent's Report and Presentation of Business**

### **a. Monthly Events Calendar**

Policy Committee meeting was cancelled for April 16<sup>th</sup>.

Food Service will meet on April 16<sup>th</sup> at 6:00 p.m. at the SAU rather than April 25<sup>th</sup>.

The School Board Meeting will meet at 6:30 p.m., instead of 7:00 p.m., on April 16<sup>th</sup>.

Food Service will meet on Thursday, May 23<sup>rd</sup> at 6:00 p.m. at the SAU.

Selectmen's Advisory Committee will meet on Thursday, May 23<sup>rd</sup> at 7:00 p.m. at the SAU.

### **b. April 1, 2018 Enrollment Update**

Tim Markley reported very little change in current enrollment.

Dick Dunning asked about PES 2<sup>nd</sup> grade projected enrollment of 61; he shared concern with class load. Taking a first grade teacher and moving it to second was his suggestion.

### **c. Annual Financial Audit**

David Jack referenced a letter from Plodzik & Sanderson, P.A. There is nothing more that ConVal has to do. There are some findings. In a \$40M+ budget there will always be findings. Some have been found before.

Adjusting journal entries require the B.A. signature. Capital Asset Policy needs review by the Policy Committee. In addition, student activity accounts had several findings. They will have to go through the same purchase order and approval system as other line items. Some of the disbursements; in particular food service, have undergone significant changes. The issue was timely payments. We reconcile quarterly, moving forward it should be resolved. A Deputy Treasurer was suggested in the event that the treasurer cannot perform their duties; it is an appointed position. Food Service Debt will continue to be addressed. The debt accrued by student non-payment needs to be looked at. Auditors would like to see a plan to address this. Rich Cahoon said that a policy has been developed to deal with this. Is the issue the non-payment? The general fund would cover the non-payment amount. Rich asked if there is a referral to the policy committee on non-payment of debt or is it resolved? David Jack said that they have reviewed this a number of times, the process to collect this debt is the concern. David further noted that stale dated checks was cited, as well as federal compliance issues.

David Jack further said that we had a finding on the way we handled benefits. We will allocate benefits in the proper lines moving forward. It was referred to as a significant deficiency and it has been addressed. A material weakness in the area of food service was noted and has also been corrected. These will not repeat.

ConVal does a significant amount of purchasing on P-Cards. We are looking at the volume of business that is being done with P-Cards. If a vendor takes a Purchase Order it should be done that way; otherwise a P-Card should be the next option, not the first option.

### **d. Field Trip Requests (Board Vote Required)**

- 1) ConVal High School – grade 11-12 students will travel on June 21-25, 2019 by air to Dallas, TX to compete in the state competition for Educators Rising NH, which is the Career and Technical Student Organization for the Teacher Educations Program.

Kimberly Saunders reported that three students earned the right to compete in Dallas. Funding will be individual student's responsibility.

**Stephan Morrissey moved to approve the trip as outlined. Dick Dunning second. Unanimous.**

**e. Field Trip Requests (Board Vote Required)**

- 1) ConVal High School – grade 10-11 students will travel on May 24-26, 2019 air and bus to Chicago, IL, to a Sustainability Summit, combining both science and German.

**Stephan Morrissey moved to approve the trip as outlined. Dick Dunning second. Unanimous.**

**f. Field Trip Requests (Board Vote Required)**

- 1) ConVal High School – grade 11-12 students will travel on April 16, 2019-April 27, 2019, by air to Salzburg Austria as part of the second half of an exchange program.

**Stephan Morrissey moved to approve the trip as outlined. Dick Dunning second. Unanimous.**

**g. Accept Gift/Donation (Board Vote Required)**

- 1) ConVal High School requests authorization to accept from: Swing into spring – Caitlyn McPherson, Morgan Boutwell, the following gift/donation of \$3,508.00, for the purpose of upgrading the weight room/fitness center with equipment.

**Stephan Morrissey moved to approve the donation with gratitude as outlined. Dick Dunning second. Unanimous.**

**7. Reports**

**a. Student Representative – Molly Janoch**

Molly Janoch reported that the German program has been very busy. They went to Massachusetts to participate in a Rap Battle and they won. They also competed in a theatre event and won. Two students participated in an emersion program as well.

This week ConVal is hosting a 5K walk or run. Youth and Government is going to Concord to finish out their program this week. Student Council is going to NYC for a service trip this weekend. Student Scholar/Athletes received acknowledgement today in Concord.

**b. Teacher Representative – Asher MacLeod**

Asher MacLeod reported that Patrick Cogan attended a leadership conference High School and Elementary School art are collaborating toward Children in the Arts Day.

**c. Food Service – Linda Quintanilha**

Linda Quintanilha reported that the RFP is under review; looking for mandatory visits this month for potential bidders on April 16 and 17. List of replacement equipment in our kitchens was asked. No update on improvement plan. Current food service director is doing a nice job. A request to look at local sourcing of milk was made by a community member by email.

**d. Selectmen's Advisory Committee - John Jordan**

John Jordan reported that Kimberly Saunders reported out on the lawsuit at the most recent meeting. School Funding in Legislature was discussed. Working to get all of the towns to conduct assessments in the same year was discussed. John Jordan suggested the possibility of statistical assessments.

**8. Old Business**

**a. School Board Sub-Committee Makeup**

Myron Steere reported that adjustments are being made. A revised copy will be sent.

Myron referenced a document titled "School Board Committee Objectives" to help in the process.

**b. 2<sup>nd</sup> Read Policy/Adoption (Board Vote Required)**

- ADC: Tobacco Products Ban Use and Possession In and On School Facilities and Grounds (and Corresponding Policies GBED, JICG)

**Rich Cahoon moved to adopt the policy as presented. Stephan Morrissey second. Unanimous.**

- BGA: Policy Development System

**Rich Cahoon moved to adopt the policy as presented. Stephan Morrissey second. Unanimous.**

**9. New Business**

**a. Expenditure Report**

David Jack reported little change since last month. The close out period begins over the next several months. Encumbrances will be reviewed. Anything snow related will be closed out soon. The budget is in good shape. Funding trusts remains to be seen as ending balances are determined. Rich Cahoon asked about lines 734, 737, and 738; they look underspent for this time of year. David said that will change shortly. A P.A. system is under bid. It will include work that will carry through the summer.

**b. 2019-2020 School Calendar Approval (Board Vote Required)**

Kimberly Saunders referenced the proposed 2019/2020 school calendar. Contractual implications impact the calendar.

**Stephan Morrissey moved to approve the calendar as presented. Dick Dunning second.**

Tim Theberge asked why both April and February vacations still exist. Kimberly spoke about her efforts to survey families on this topic. It has been near a 50/50 split; not enough to make a change.

**Tim Theberge abstained. All else in favor. Motion carried.**

**c. Signing of MS22 (Report of Appropriations voted)**

David Jack presented the MS22 for the School Board to sign.

**10. Public Comment**

None.

**11. Approval of Manifests (Board Vote Required)**

David Jack certified that the manifests totaling \$717,461.27 and Payroll totaling \$1,345,574.46 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.**

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

**a. Personnel**

**b. Negotiations**

**c. Legal**

**Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 7:49 p.m. for legal matters. Dick Dunning second. Unanimous on a roll call vote.**

Tim Markley and David Jack exited the meeting at 7:49 p.m.

**Stephan Morrissey moved to exit non-public session at 8:14 p.m. Dick Dunning second. Unanimous.**

**Stephan Morrissey moved to seal the non-public minutes for legal matters for 5 years each. Dick Dunning second. Unanimous.**

**Stephan Morrissey moved to authorize the Superintendent to proceed with legal advice discussed in non-public session. Tim Theberge second. Unanimous.**

**Stephan Morrissey motioned to adjourn at 8:15 p.m. Dick Dunning second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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

**DRAFT**

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**POSITION TITLE:**           **Technology Support Assistant**

**SUPERVISOR:**               **District Systems Administrator**

**QUALIFICATIONS:**

- Computer science training, background or equivalent. Applicable certifications preferred (A+, Network+, Microsoft, Cisco)
- Demonstrated experience in IT maintenance, systems upgrades, basic networking and troubleshooting of hardware and software
- Demonstrated experience using PC, Apple and Chromebook platforms
- Ability to apply basic diagnostic and analytical skills to solve technology issues
- Ability to prioritize projects and work independently
- Excellent organizational skills
- Maintain a high level of confidentiality
- Ability to establish and maintain effective and collaborative working relationships
- Ability to communicate with users and district technical staff to determine the nature of technology problems
- Such alternatives to these qualifications as may be appropriate and acceptable

**SUMMARY:**

This position works under the direction of the District Systems Administrator to maintain hardware and software functionality, primarily within elementary schools, and the district office. However, work assignments may be anywhere within the district as necessary. Also, conducts training for staff members on hardware and software usage, as well as requirements of the District Technology Plan. Performs a variety of basic information technology support duties to ensure smooth delivery of technology services. Monitors, operates, or coordinates and assists others in the operation of computer hardware, software, and peripherals in order to achieve desired results. Utilizes computer equipment, software and diagnostic tools to perform a broad range of customer assistance, equipment maintenance and repair and computer operations assignments

**DUTIES AND RESPONSIBILITIES:**

- Ensures equipment is setup and working properly (e.g., setup computers, clean projector filters, install Smart Notebook software for new interactive white boards)
- First line response for equipment/software failures and upgrades in the building
- Liaison between school and District Systems Administrator
- Support and training for school-based hardware and software

*1st Read: 4/2/2019  
Approved:  
Revised:*

- Adherence to and implementation of District Acceptable Use Policies
- Preliminary hardware installation
- Oversee installation and management of all computer software and hardware
- Maintain inventory of hardware and software through the use of SchoolDude
- Evaluate hardware and software requests for potential use within the building
- Analyze short and long term computer needs for building; make recommendations to principal
- Ensures software is installed and updated at appropriate intervals during the year and inventory records kept up-to-date
- Assists District Systems Administrator with basic networking and telephony tasks when needed
- Performs routine software tasks on staff and student computers
- Assists staff to perform routine software tasks on their district provided computers (e.g., regular software updates, checkdisk, defrag, virus scan)
- Provides assistance to staff regarding the proper operation, care, and maintenance of computers and other technology equipment
- Provides troubleshooting assistance such as logging onto computer systems or software, printer problems, or routine error messages
- Responds to IT helpdesk requests for basic support tasks (e.g., NWEA software updates 3x per year, maintain inventory records)
- Regularly consults with Principal and technology team on technology support needs and plans
- Provides support toward meeting the goals and objectives of the District Technology Plan
- Develops an appropriate plan of professional development
- Performs other position related tasks as assigned by the District Systems Administrator

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

#### **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 spin
- Frequently reaching, extending hand(s) and arm(s) in any direction.
- Occasionally standing, particularly for sustained periods of time.
- Frequently walking, moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally 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.
- Frequently fingering, picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently grasping, applying pressure to an object with the fingers and palm.

1st Read: 4/2/2019  
Approved:  
Revised:

- Frequently 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.
- Frequently 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.
- Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
- 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 worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

*1st Read: 4/2/2019  
Approved:  
Revised:*



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

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**POSITION TITLE:** Accountant

**SUPERVISOR:** *Business Administrator (BA)*

**QUALIFICATIONS:**

- Bachelor's Degree in Accounting
- A minimum of three Years Governmental (non-profit) accounting experience preferred.
- Knowledge and experience using Excel and Financial, information systems (InfiniteVision preferred)
- Experience in public school financial operations preferred.
- A knowledge of applicable NH RSA's and regulations as it relates to the total range of financial planning and reporting within a school business setting

**SUMMARY:**

This position will contribute to the planning, administration and conduct of the business affairs of SAU #1, in accordance with state laws, policies and practices of the School Board and the direction of the BA and the Superintendent of Schools. Under direction of the BA and/or the Superintendent, performs a variety of duties involved in the operation of the business services of the District; performs difficult fiscal accounting work in preparing, reviewing and maintaining financial and statistical records and reports. Directly supports the BA, Treasurer, Payroll, Grants, and Accounts Payable.

**DUTIES AND RESPONSIBILITIES:**

**Skills & Abilities**

- Knowledge of, accounting, budgeting principles and appropriate procedures; laws, regulations, and procedures that apply to school district accounting and financial reporting.
- Ability to read and interpret documents such as accounting statements, business correspondence, government regulations and procedure manuals.
- Ability to write reports and correspondence in a clear, concise, and accurate manner
- Ability to accurately calculate figures and amounts such as interest, taxes, insurance rates and other practical solutions.
- Ability to effectively present information and respond to questions from supervisors, staff and outside personnel.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to deal with problems involving several concrete variables.
- Ability to perform duties with awareness of all District requirements, accounting standards and Board policies.

**Duties and Responsibilities**

- Assists with directing all financial accounting.
- Assists with set-up and controls for the encumbrance accounting system.

*First read: 4/2/2019*

*Approved:*

*Revised:*

- Provides accounting services essential to the preparation, administration, supervision and control of the budgets.
- Assist with obtaining annual budget requirement for all Districts and programs and assists with the preparation of the annual budgets.
- Oversees and coordinates payrolls, including deductions, expense allocations, etc.
- Assists with the preparation of periodic and monthly financial reports.
- Serves as the accountant for regular budgets and grants.
- Assists with the collection of tuition, rental and other monies due to the Districts.
- Assists with the establishing and maintaining of an effective inventory control and property accounting systems (fixed assets).
- Assists with the supervision of the accounts payable process and expenditures.
- Distributes and files annual 1099's, 941's, and W2's.
- Assists with the financial duties relating to the Nutrition Fund, Adult Education Fund, Student Activity Fund, Capital Projects Fund, Private Grants Fund and BASP Funds.
- Reconciles and verifies monthly bank statements, as assigned.
- Performs monthly account analysis and reconciliation of balance sheet accounts.
- Assists with cash deposits for all revenue collected by the Districts.
- Prepares financial and other budget reports at regular intervals.
- Assists with the supervision of clerical aspects of assigned insurance matters.
- Recommends change and improvements to the accounting system, as necessary.
- Assists and oversees internal controls.
- Responsible for the fiscal year-end closing and annual audits.
- Assists with recommendation for the purchase and maintenance of accounting and financial software and hardware.
- Assists with the supervision of clerical aspects of assigned insurance matters.
- Compile all relative statistical data for the preparation of the annual budget
- Develop the annual budget timeline
- Prepare all budget development documents as required
- Review the expenditures of all approved budgets
- Arrange for annual audits, prepare all documentation for, and comply with all audit requests
- Responsible for reviewing and supporting Payroll, Accounts Payable and Grant funding
- Establish and administer the procedure and practice for all purchasing requirements of the District
- Prepare bid specifications and requests for proposals for goods or services in accordance with District policies and state regulations as necessary
- Maintain capital asset schedules and inventory
- Support the implementation the District's Capital Improvement Plan
- Support the plan to improve responsiveness and effectiveness of central maintenance services provided to the schools
- Support the District's Risk Management and Joint Loss Safety Programs
- Support the student transportation system
- Assess the limitations and cost of student bus proposals
- Comply with transportation related legal and contractual provisions
- Comply with food service related legal and contractual provisions.
- Assist with the efficient operation of the food service program.
- Assume responsibility for the reporting of food service operations

***First read: 4/2/2019***

***Approved:***

***Revised:***

- Make recommendations concerning purchases, accounting, and inventory as necessary
- Assist with the responsibility for the coordination of school transportation services, including request for proposals and contract implementation
- Administer district insurance providers of such coverage as Health, Dental, Life, Disability, and Liability for staff and property
- May be appointed by the School Board as Board Clerk.
- Review, revise, and recommend applicable policies and procedures
- Performs other position related tasks or services as may be assigned by the BA.

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

#### **Evaluation & Professional Growth**

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Occasionally reaching. Extending hand(s) and arm(s) in any direction.
- Seldomly 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.
- Frequently fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently grasping. Applying pressure to an object with the fingers and palm.
- Seldomly feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
- Frequently 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.
- Frequently 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 sounds.
- Frequently repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
- 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 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 worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

*First read: 4/2/2019*

*Approved:*

*Revised:*

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

**DRAFT**

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**POSITION TITLE:** Custodian

**SUPERVISOR:** Facilities Director/Custodial Team leader

**QUALIFICATIONS:**

- High school diploma or equivalent preferred
- Minimally one-year experience in cleaning & maintaining building areas, or any combination of training and experience that would provide required knowledge
- May required valid NH driver's license
- Establish and maintain effective working relationships with other employees
- Establish a professional rapport with the school staff
- Ability to understand written instructions
- Maintain a high level of confidentiality
- Work independently and make judgments within the scope of respective job duties
- Ability to learn and accomplish tasks with minimum supervision
- Knowledge of methods, materials, and equipment used in cleaning various types of surfaces and furniture
- Basic safety practices related to cleaning materials
- Ability to follow custodial policy and procedures to ensure proper and effective cleaning has been completed.

**SUMMARY**

The custodian, as the Facilities Director/Custodial Team Lead directs, shall perform according to established procedures a variety of custodial service duties to maintain assigned facility and adjoining buildings in a neat, orderly and sanitary condition, which meets the educational needs of the school. May also respond to Building Administrator per agreed protocols.

**PRIMARY RESPONSIBILITIES**

- Keeps building and premises, including sidewalks, driveways, and play areas, safe and clean at all times
- Performs required cleaning duties in offices, hallways, workshops, lavatories, classrooms, cafeterias, auditoriums, libraries, multipurpose rooms, and stairways
- Washes windows, walls, sinks, and fountains
- Collection and disposal of refuse and recyclables from within and outside of the building.
- May maintain records and prepare recommendations of needed supplies and materials

*1<sup>st</sup> Read: 4/2/2019*

*Approved:*

*Revised:*

- Emergency clean-up as a result of breakage, vandalism, spills, or illness
- Floor maintenance including successful operation of carpet extraction and floor maintenance equipment
- May perform or assist with minor maintenance work including, but not limited to, painting, bulb changes, white board installation, furniture moves and similar tasks as required.
- Snow and ice removal at doorways and on sidewalks as needed. (seasonal)
- Expected to be at work to address emergencies situation (such as flooding, snow removal...) unless otherwise excused by the Facilities Director.
- Work overtime as required to carry out the duties and responsibilities of the custodial dept.
- Maintains custodial closets, storage and work areas clean, neat in appearance and stock to appropriate levels.
- Perform tasks as directed by the Building Administrator
- Work overtime as required to provide adequate coverage to support the goals of the dept.
- Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to ensure economical usage of fuel, water, and electricity
- Checks daily to ensure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
- Raises the US flag at or before 8 a.m. on each school day, and lowers it at or after 3:30 p.m.
- Sweeps classrooms daily and dusts furniture.
- Cleans corridors after school each day, and during the day when their condition requires it.
- Scrubs, hoses down, and disinfects toilet floors daily, and cleans all sanitary fixtures and drinking fountains daily.
- Washes all windows on both the inside and outside at least twice each year, and more frequently if necessary
- Reports immediately to the principal any damage to school property.
- Develops an appropriate plan of professional development
- Performs other position related tasks as assigned by the Facilities Director/Custodial Team Lead.

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

#### **ADA MINIMUM QUALIFICATIONS OR STANDARD REQUIRED**

- Frequent Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
- Frequent 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.
- Frequent Kneeling. Bending legs at knee to come to a rest on knee or knees.

*1<sup>st</sup> Read: 4/2/2019*

*Approved:*

*Revised:*

- **Frequent Crouching.** Bending the body downward and forward by bending leg and spine.
- **Frequent Reaching.** Extending hand(s) and arm(s) in any direction.
- **Constant Standing.** Particularly for sustained periods of time.
- **Frequent Walking.** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- **Frequent Pushing.** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- **Occasional Pulling.** Using upper extremities to exert force in order to draw haul or tug objects in a sustained motion.
- **Frequent 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.
- **Frequent Grasping.** Applying pressure to an object with the fingers and palm.
- **Frequent 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.
- **Constant 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.
- **Frequent Repetitive motion.** Substantial movements (motions) of the wrists, hands, and/or fingers

The physical requirements of this position.

Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

The visual acuity requirements including color, depth perception, and field vision.

The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)

The conditions the worker will be subject to in this position.

The worker is subject to both environmental conditions. Activities occur inside and outside.

*1<sup>st</sup> Read: 4/2/2019*  
*Approved:*  
*Revised:*

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

**DRAFT**

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**POSITION TITLE:** Custodian Team Lead

**SUPERVISOR:** Facilities Director

**QUALIFICATIONS:**

- High school diploma or equivalent
- Two years' experience in cleaning & maintaining building areas, or any combination of training and experience that would provide required knowledge
- May required valid NH driver's license
- Establish and maintain effective working relationships with other employees
- Establish a professional rapport with the school staff
- Ability to understand written instructions
- Maintain a high level of confidentiality
- Work independently and make judgments within the scope of respective job duties
- Ability to learn and accomplish tasks with minimum supervision
- Knowledge of methods, materials, and equipment used in cleaning various types of surfaces and furniture
- Basic safety practices related to cleaning materials

**SUMMARY:**

Under the supervision of the Facilities Director, performs according to established procedures a variety of custodial service duties to maintain assigned facility and adjoining buildings in a neat, orderly and sanitary condition. Prepares and assumes responsibility for facility cleaning and paper supplies. Directs the work of other custodians. Coordinates with Facilities Director any projects completed in assigned facility. May also respond to Building Administrator per agreed protocols.

**DUTIES AND RESPONSIBILITIES:**

- Lead respective custodial teams in assuring the facilities are being kept to a satisfactory level of cleanliness. Periodic school inspections to determine schools are kept clean.
- Keep the Facilities Director informed on matters relating to the overall cleanliness, health, safety, and operating conditions of the school sites and equipment.
- Assumes responsibilities associated with maintaining the conditions of the school in keeping with established methods. Also that these Established methods are implemented and understanding by the respective custodial team members.

*1<sup>st</sup> Read: 4/2/2019*

*Approval:*

*Revised:*

- Conduct training as needed to new employees, and current staff members and assure all staff members know procedures.
- Lead and coach team members to make, evaluate, and implement suggestions to continuously improve the operation.
- Work overtime as required to provide adequate coverage to support the goals of the dept.
- Expected to be at work to address emergencies situation (such as flooding, snow removal...) unless otherwise excused by the Facilities Director.
- Performs minor repairs on buildings and equipment as required.
- Performs services outside which include, but are not limited to sweeping of sidewalks and curbs, pickup of debris from grounds, play and lunch areas, snow removal, and grounds maintenance as needed.
- Directs, guides, and oversees work of other assigned custodians as may be required.
- Operates, controls, and maintains, in well operating condition all custodian equipment.
- Responsibility for maintaining adequate equipment and supplies, ensuring that all supplies and equipment are safely stored in proper containers and locations, and in compliance with all State and Federal regulations.
- Maintains records and provides reports as required. (Inventory, custodial inspection, required training and equipment repair sheets are kept up to date.)
- Schedule and conduct all preventative maintenance, per manufacturers and Convall maintenance plans with applicable personnel.
- Lead summer ceiling to floor (CTF) cleaning ensuring paperwork is filled out accurately.
- Ensures adequate custodial coverage for all events including, but not limited to, sporting, drama, community and emergency use of facilities.
- Helps implement sustainable recycling programs at all schools.
- Develops an appropriate plan of professional development
- Performs other position related tasks as assigned by the Facilities Director.

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

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#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequent Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
- Frequent 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.
- Frequent Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequent Crouching. Bending the body downward and forward by bending leg and spine.
- Frequent Reaching. Extending hand(s) and arm(s) in any direction.

*1<sup>st</sup> Read: 4/2/2019*

*Approval:*

*Revised:*



- Constant Standing. Particularly for sustained periods of time.
- Frequent Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Frequent Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasional Pulling. Using upper extremities to exert force in order to draw haul or tug objects in a sustained motion.
- Frequent 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.
- Frequent Grasping. Applying pressure to an object with the fingers and palm.
- Frequent 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.
- Constant 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.
- Frequent Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers

The physical requirements of this position.

Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

The visual acuity requirements including color, depth perception, and field vision.

The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)

The conditions the worker will be subject to in this position.

The worker is subject to both environmental conditions. Activities occur inside and outside.

*1<sup>st</sup> Read: 4/2/2019*

*Approval:*

*Revised:*

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

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**POSITION TITLE:** Maintenance Technician

**SUPERVISOR:** Facilities Director

**QUALIFICATIONS:**

- High school diploma or equivalent
- Valid driver's license
- Two years' experience in structural or mechanical trades or any combination of training and experience that would provide required knowledge
- Establish and maintain effective working relationships with other employees  
Ability to become Fluent in computer based maintenance management software such as School Dude
- Effective communications skills
- Ability to interpret written instructions and/or oral instructions
- Maintain a high level of confidentiality
- Work independently and make judgments within the scope of respective job duties
- Ability to learn and accomplish tasks with minimum supervision
- Knowledge of methods, materials, and equipment used in maintenance and repair of structural and mechanical building systems
- Basic safety practices related to building trades
- Ability to determine priorities, schedule work, maintain files

**SUMMARY**

Under general direction from the Facilities Director, the maintenance technician participates in the work of assigned building trades in the maintenance, repair, and improvement of District facilities. These tasks include, but are not limited to, general construction practices, landscaping, snow removal, mechanical work and assisting with HVAC and electrical tasks.

**PRIMARY RESPONSIBILITIES**

- Coordinates work with different trades within the District staff
- Provides repair support for all facilities, vehicles, and equipment
- Maintains records, provides reports, documents work activities
- Provides quality control measures for shop work, recommendations for shop procedures, and equipment purchases
- Performs skilled and semi skilled maintenance, repair and shop related tasks in support of District maintenance plan
- Confers with Facilities Director regarding work schedule, project priorities, planning, and equipment material needs
- Expected to be at work to address emergencies situation (such as flooding, snow removal...) unless otherwise excused by the Facilities Director.

*1<sup>st</sup> Read: 4/2/2019*

*Approval:*

*Revised:*

- Develops an appropriate plan of professional development

- Performs other position related tasks as assigned by the Facilities Director.

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

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequently, 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.
- Frequently, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequently, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Frequently, 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.
- Frequently, 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.
- Frequently, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently, Grasping. Applying pressure to an object with the fingers and palm.
- Occasionally, 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.
- Frequently, 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.
- Frequently, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills

*1<sup>st</sup> Read: 4/2/2019*

*Approval:*

*Revised:*

where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.

- The worker is subject to both environmental conditions. Activities occur inside and outside.
- The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.

*1<sup>st</sup> Read: 4/2/2019*  
*Approval:*  
*Revised:*

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

**DRAFT**

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**POSITION TITLE:** Lead Facilities Maintenance Technician

**SUPERVISOR:** Facilities Director

**QUALIFICATIONS:**

- High school diploma or equivalent
- Technical School, trade license or minimum 10 years of proven experience in either mechanical, electrical and HVAC field.
- Valid driver's license
- Fluent in computer based maintenance management software like School Dude, Johnson Controls or Invensys.
- Able to work with blueprints or verbal descriptions and plans. Must demonstrate initiative, ingenuity and judgment to complete assignments.
- Establish and maintain effective working relationships with other employees
- Effective communications skills
- Ability to interpret written instructions and/or oral instructions
- Maintain a high level of confidentiality
- Work independently and make judgments within the scope of respective job duties
- Ability to learn and accomplish tasks with minimum supervision
- Knowledge of methods, materials, and equipment used in maintenance and repair of structural, mechanical, electrical and HVAC building systems
- Basic safety practices related to all building trades
- Determine priorities, schedule work, maintain files

**SUMMARY:**

The Lead Facilities Maintenance Technician, under the general direction from the Facilities Director, plans, directs, and participates in the work of assigned building trades for the maintenance, repair, and improvement of District facilities.

**DUTIES AND RESPONSIBILITIES:**

- Lead respective facilities team in assuring facilities support systems are operating at the highest level of efficiency.
- Keep the Facilities Director informed on matters relating to the overall operating efficiency, safety and conditions of the school sites.

*1<sup>st</sup> Read: 4/2/2019  
Approved:  
Revised:*

- Lead and coach team members to make, evaluate and implement suggestions to continuously improve the operation.
- Direct the work of contractors as required
- Interface with vendors/ purchasing to support daily operations
- Provides repair support for all facilities equipment
- Helps identify and administer department training procedures
- Directs, guides and oversees the distribution of work amongst the facilities team.
- Maintains records, provides reports, documents work activities of facilities team members
- Provides quality control measures for shop work, recommendations for shop procedures, and equipment purchases
- Performs skilled and semi-skilled maintenance, repair and shop related tasks in support of District maintenance plan
- Confers with the Facilities Director regarding work schedule, project priorities, planning, and equipment material needs
- Expected to be at work to address emergencies situation (such as flooding, snow removal...) unless otherwise excused by the Facilities Director.
- Develops an appropriate plan of professional development
- Performs other position related tasks as assigned by the Facilities Director.

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

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequently, 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.
- Frequently, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequently, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Frequently, 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.
- Frequently, 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.
- Frequently, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.

*1<sup>st</sup> Read: 4/2/2019*

*Approved:*

*Revised:*

- Frequently, Grasping. Applying pressure to an object with the fingers and palm.
- Occasionally, 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.
- Frequently, 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.
- Frequently, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
- The worker is subject to both environmental conditions. Activities occur inside and outside.
- The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.

*1<sup>st</sup> Read: 4/2/2019*

*Approved:*

*Revised:*

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

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**POSITION TITLE:** *Lead Grounds Keeper*

**SUPERVISOR:** Facilities Director

**SUMMARY**

This position is responsible for the maintenance and improvements of the grounds, athletic fields and landscaping of the district schools and the accomplishment of all work orders assigned to these areas.

**QUALIFICATIONS:**

- High school diploma or equivalent
- Possess and maintain valid driver's license
- Skilled in area of specialization, with experience, and/or special training
- Ability to properly interpret and execute written instruction
- Maintain a high level of confidentiality
- Able to operate a variety of job related machines/equipment
- Work independently and make judgments within the scope of respective job duties
- Potential to learn and desire to increase knowledge of specialization as well as other areas
- Apply knowledge in a variety of practical situations
- Ability to learn and accomplish tasks with minimum supervision
- Operational knowledge of school grounds equipment and safety practices
- Ability to establish and maintain effective working relationships with other employees
- Comprehend, interpret, and apply regulations, procedures, and related information
- Assemble and analyze facts to identify existing or potential problems and/or solutions
- Assist with planning, layout, and estimating of projects

**DUTIES AND RESPONSIBILITIES:**

- Set up for outdoor athletic events including, but not limited to line striping, infield dragging, bleacher and bench reallocation.
- Assume responsibility for the maintenance and repair of all grounds equipment
- Utilize School Dude computer management software for all routine tasks including athletic field preparation, school grounds, landscape equipment and vehicles assigned to the grounds group
- Assist with the development of and execution of short and long term strategic management plans

*1st Read: 4/2/2019*

*Approved:*

*Revised:*



- Coordinate removal of snow and ice during inclement weather conditions (non-contracted areas)
- Obtain and maintain certifications applicable to Lead Groundskeeper including Herbicides/pesticides licensing and School Playground Safety Inspectors certification
- React to change productively and efficiently
- Recommend necessary modifications and repairs as needed
- Requisite supplies and equipment through office of Supervisor
- Maintain grounds schedules as developed with the Facilities Director, including trimming, pruning, planting, seeding, fertilizing, mowing, spraying, watering, etc.
- Develop cooperative working relationship with building principals, athletic directors, and local municipalities
- Direct the work/assignments of seasonal labor and contractors as required
- Maintain records, and prepares oral and written reports as required
- Expected to be at work to address emergencies situation (such as flooding, snow removal...) unless otherwise excused by the Facilities Director.
- Develops an appropriate plan of professional development
- Performs other position related tasks as assigned by the Facilities Director.

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

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- **Frequent Climbing.** Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
- **Frequent 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.
- **Frequent Kneeling.** Bending legs at knee to come to a rest on knee or knees.
- **Frequent Crouching.** Bending the body downward and forward by bending leg and spine.
- **Frequent Reaching.** Extending hand(s) and arm(s) in any direction.
- **Constant Standing.** Particularly for sustained periods of time.
- **Frequent Walking.** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- **Frequent Pushing.** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- **Occasional Pulling.** Using upper extremities to exert force in order to draw haul or tug objects in a sustained motion.
- **Frequent 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.
- **Frequent Grasping.** Applying pressure to an object with the fingers and palm.

*1st Read: 4/2/2019*

*Approved:*

*Revised:*

- **Frequent 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.
- **Constant 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.
- **Frequent Repetitive motion.** Substantial movements (motions) of the wrists, hands, and/or fingers

**The physical requirements of this position**

- **Medium work.** Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

**The visual acuity requirements including color, depth perception, and field vision**

- The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.

**The conditions the worker will be subject to in this position.**

- The worker is subject to both environmental conditions. Activities occur inside and outside.
- The worker is subject to noise

*1st Read: 4/2/2019*

*Approved:*

*Revised:*

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

**DRAFT**

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**POSITION TITLE:** Title I Project Manager

**SUPERVISOR:** Assistant Superintendent

**QUALIFICATIONS:**

- Certified or certifiable by the NH Department of Education for Elementary Education.
- Certified or certifiable by NH Department of Education for Reading and Writing or Math Specialist is preferred.
- Master's Degree in related field
- Demonstrated evidence of excellent written and oral communication skills.
- Excellent teamwork and interpersonal skills are needed to fulfill performance expectations for this position.
- Demonstrated evidence of working effectively with students, teachers, administrators and parents.
- At least one (1) to three (3) years teaching experience.
- Or such alternatives to these qualifications as may found acceptable and appropriate.

**SUMMARY:**

The Title I Project Manager will oversee the implementation of both school-wide and targeted Title I programs in compliance with requirements of federal law. The Title I Project Manager will participate in writing the grant and related reporting requirements. The Title I Project Manager will ensure that each Title I school holds the annual parent meeting and develops parent involvement activities in order to meet expectations such as those outlined in Policy KB – Title I Parent Involvement in Education.

**DUTIES AND RESPONSIBILITIES:**

- Work with district- and school-level administrators and teachers to conduct a comprehensive needs assessment for schools that qualify for Title I funds and services, using achievement data and perception data from students, staff, parents, and other community members to identify problem areas that need to be addressed.
- Work with district- and school-level administrators and teachers to develop a comprehensive school-wide plan, or targeted school plan, that focuses on supporting the lowest achieving students to succeed,
- Work with district- and school-level administrators and teachers to review the comprehensive school-wide plan, or the targeted school plan, annually, making revisions as needed.
- Attend Southwest Region Title I Project Manager meetings
- Attend meetings in each Title I School focused on (a) determining which students are eligible for interventions and (b) developing an intervention schedule.

1<sup>st</sup> Read: 4/16/2019

Approved:

Revised:

- Facilitate regular meetings for Title I staff
- Regularly visit Title I schools
- Attend Parent Involvement Meetings in each school
- Meet regularly with Administrative Assistant assigned to support Grants and Federal Funds Coordinate with District Homeless Liaison
- Consult with private schools regarding eligibility for Title I Program
- Prepare for on-site visits, if scheduled
- Meet regularly with Assistant Superintendent
- Perform duties in accordance with District policy
- Assist in the enforcement of school and District rules and policies
- Performs other position related tasks as assigned by the Superintendent or other central office administrators 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.

#### Evaluation & Professional Growth

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

#### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED:**

- Frequently, 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.
- Frequently, kneeling. Bending legs at knee to come to a rest on knee or knees.
- Frequently, crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, crawling. Moving about on hands and knees or hands and feet.
- Frequently, reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, standing. Particularly for sustained periods of time.
- Frequently, walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Frequently, pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Frequently, pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Frequently, 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.
- Frequently, fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Frequently, 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.

1<sup>st</sup> Read: 4/16/2019

Approved:

Revised:

- Frequently, 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).

1<sup>st</sup> Read: 4/16/2019

Approved:

Revised:

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

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**POSITION TITLE: Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator- High School**

**SUPERVISOR: High School Principal**

**QUALIFICATIONS:**

- Certified or certifiable by the New Hampshire State Department of Education under the Education and Training Cluster: CIP 131206
- Bachelor's Degree required, Master's Degree preferred in relevant major
- At least three (3) years of related experience
- Demonstrated understanding of State Department of Education Career Pathway Plans of Study and required program competencies.
- Ability to establish and maintain effective and collaborative working relationships.
- Ability to communicate effectively with co-workers, administration, community members, parents and students.
- Demonstrated evidence of excellent written and oral communication and organizational skills.
- Ability to prioritize goals and work both independently and collaboratively to achieve them.

**SUMMARY:**

The ELO/WBL Coordinator will work with student relative to opportunities in extended learning, work-based learning environments, and/or community integration. The ELO/WBL Coordinator will develop relationships with Monadnock region community business and networking groups such as Rotary and Chamber of Commerce to create enriched and valuable work experiences.

**DUTIES AND RESPONSIBILITIES:**

- Participates in district ELO policy and practice updating.
- Participates in state-wide conversations and dialogues involving the future development and improvement of the ELO program
- Liaisons between faculty, staff, students, parents, community members, and media
- Updates and maintains public relations with community via website, local newspapers, etc. to include an electronic database of community partners
- Provides ELO permissions, documentation, and insurance documents to community partners
- Organizes, executes, and hosts public ELO presentations and exhibitions
- Promotes, recruits, and monitors community partners for ELOs, students participating in ELOs, and district faculty involved in ELOs.

*1<sup>st</sup> Read: 4/16/2019*

*Approval:*

*Revision:*

- Designs and executes a formal process to document student competency attainment, site supervisor and district staff observations of students, and other necessary documentation related to the ELO experience
- Possesses knowledge of the NH Department of Labor laws for minors and the necessary applications and approvals
- Possesses knowledge of academic competencies and standards and align/crosswalk ELO experience to meet these competencies and standards
- IEP and 504 plans for case load students are to be read and implemented
- Conducts data analysis regarding ELOs and community needs and prepares related reports
- Performs other position related tasks or services as may be assigned by the High School Principal.

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

### **Evaluation & Professional Growth**

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the District procedures.

### **ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:**

The physical activity of this position

- Seldomly, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Seldomly, Crouching. Bending the body downward and forward by bending leg and spine.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Occasionally, Standing. Particularly for sustained periods of time.
- Seldomly, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Frequently, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Seldomly, Grasping. Applying pressure to an object with the fingers and palm.
- Seldomly, Feeling, perceived attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of the fingertips.
- Frequently, 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.

*1<sup>st</sup> Read: 4/16/2019*

*Approval:*

*Revision:*

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).

*1<sup>st</sup> Read: 4/16/2019*

*Approval:*

*Revision:*



# April 2019

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

# May 2019

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

### Thornton Wilder Center for the Arts Presentation

During our 15-minute portion of the agenda, Bob Edwards, as a member of the Advisory Committee, will present an update on our activities since last fall; and will address the time extension in light of the Memorandum of Understanding (MOU).

We have received from the Superintendent a proposed amendment to extend the timeline of Capital Campaign fund-raising for the construction of the building. Upon close evaluation of the requirements of the MOU of July 2015, between our organizations, there is a need to re-align the status of project activities with the MOU requirements. Namely, a Phase Two (II) Capital Campaign may not commence until Phase One (I) activities are complete, goals met, and approvals duly provided by the School Board, Thornton Wilder Center for the Arts board, and the legislative body in the next ballot cycle.

The following documentation is provided for your convenient reference, and will provide a basis for our discussion:

- Paragraph 1 of the Amendment as drafted by school counsel
- Thornton Wilder Center for the Arts proposed revised paragraph 1 of the Amendment
- Sections 3.1 and 3.2 of the MOU
- Thornton Wilder Center for the Arts press release of January, 2019

### Amendment language proposed by ConVal counsel:

**1. Notwithstanding any language in their July 9, 2015 agreement to the contrary, VPAC shall have until January 1, 2020 in which to raise the Phase II capital necessary for the construction of the visual and Performing Arts Center. In the event that the parties are in agreement that VPAC has raised sufficient capital by January 1, 2020, the District agrees to place on its 2020 Warrant an article authorizing the School Board to appropriate the funds necessary for construction from the Performing Arts Center Expendable Trust Fund and further authorizing the School Board to enter into any and all necessary agreements pertaining to the design, construction, operation and maintenance of the Performing Arts Center at ConVal High School.**

**In the event that, in the sole opinion of the District, insufficient funds have been raised by January 1, 2020 to construct a suitable Performing Arts Center, the underlying agreement shall terminate.**

**The District shall determine whether it wishes to cancel the project and in the event of such a determination, may propose a Warrant Article permitting dissolution of the Performing Arts Center expendable trust fund and return of the funds to VPAC, as well as the proper disposition of any funds from sources other than VPAC which are in the expendable trust.**

**The balance of the Agreement of July 9, 2015 shall remain intact.**

Proposed Amendment revision for Paragraph 1:

1. Notwithstanding any language in the July 9, 2015 Agreement to the contrary, VPAC (now named the Thornton Wilder Center for the Arts – "TWCFTA") shall have until December 31, 2019 to complete all required conditions and approvals as set forth under **3.1 Phase One (1) Design Committee Duties**. Providing all requirements of **3.2 Phase One (1) Goal** have been satisfactorily completed, including all required approvals having been voted in the affirmative by April 30, 2020, VPAC shall have until December 31, 2025 to satisfactorily complete all requirements as set forth under **4. Phase Two (2) Capital Campaign** and if so completed, the Project will then follow the terms and conditions as defined in the Agreement through completion.

In the event that on December 31, 2025, sufficient funds have not been raised to construct a suitable performing arts center based on the previously approved design plan and cost proposal, and in the sole opinion of the School Board, the District shall determine whether it wishes to provide additional time in which to raise the additional funds required or in the alternative to cancel the Project and propose a warrant article permitting dissolution of the Performing Arts Center Funding Account previously voted pursuant to NH RSA 198:20 c(VI) and established for that purpose and return all funds to VPAC as well as the proper and legal disposition of any other funds derived from sources other than VPAC that are held in the Expendable Trust.

For your convenient reference, MOU Section 3.2 Phase One (I) Goal:

**The Phase One (I) goal of the Design Committee shall be to determine the amount of capital that will need to be raised to construct the Project. In establishing this number the Committee, in conjunction with the Clerk of the Works, shall carefully build contingencies into the cost estimates for change orders, the passage of time during the Phase Two (II) Capital Campaign, the cost of the Phase Two (II) Design Committee tasks, and shall include any costs necessary for a Clerk of the Works to be hired by the District, the cost of providing alternate, temporary construction site access, all insurances, as well as all costs necessary to fully equip a Performing Arts Center, including, but not limited to, lights, sound, projection, furnishings, furniture, equipment, supplies and technology. The Phase One (I) capital determination shall also include those elements set forth in the Phase Two (II) final design requirements listed in paragraph 5.0.**

**After attaining the Phase One (I) goal of determining the amount of capital to be raised, the Design Committee shall make a presentation of this cost estimate to the VPAC Board and the ConVal School Board. At this juncture, both approval of the VPAC Board, the ConVal School Board, and the legislative body of the District, shall be required to proceed forward with the Phase (II) Fundraising portion of this Project. If either Board elects not to approve the project, or the requisite warrant article set forth in section 3.3 fails to pass, this agreement shall be terminated, and neither party shall have any further obligation, except that VPAC shall have a continuing duty to pay any vendors to whom the Design Committee is indebted for its Phase One (I) duties. VPAC shall be permitted to retain the balance of any Phase One (I) funds raised in a manner consistent with its charter, state, and federal law.**



FOR IMMEDIATE RELEASE

CONTACT: Rob Eichler 603.924.5706

***Thornton Wilder Center for the Arts Name Announced***

*Wilder Family offers name to planned performing arts center*

PETERBOROUGH, NH: The Contoocook Valley Visual and Performing Arts Center has a new name.

"The Wilder Family is deeply honored to add Thornton Wilder's name to a performing arts center in the works at Contoocook Valley Regional High School in Peterborough, New Hampshire," Wilder's nephew and literary executor Tappan Wilder announced today. This is the first time Thornton Wilder's name will be associated with a performing arts facility.

*Thornton Wilder Center for the Arts* will support a thriving arts scene in a region rich in theatre, music, visual and literary arts. Construction of the center will provide long-needed facilities for school and community. A grassroots initiative enlisting support for this project for several years has been known as *Fill the Void*.

Thornton Wilder was awarded many residencies at the MacDowell [Artists] Colony in Peterborough, where he worked on novels and plays including *Our Town*. "Wilder situated his works across time and geography—from an island in pre-Christian Greece to Camden, New Jersey. But his most famous artistic address by far is a fictional New Hampshire village called Grover's Corners. Grover's Corners is of course everywhere, but even 'everywhere' is inspired by somewhere. And it is no secret that *Our Town*'s iconic setting was drawn from our uncle's deep association with the MacDowell Colony, the town of Peterborough, and the miles of walks he took in the region, a favored way of conceiving scenes for later transfer to paper," recounts Tappan.

The Wilder family, including Tappan's sister, Catharine Wilder Guiles, is thrilled that Thornton Wilder "will now have a permanent presence in the place that inspired a piece of work considered a masterpiece of dramatic literature," says Tappan. The family, however, celebrates this naming for a greater reason: "*Thornton Wilder Center for the Arts* honors a writer who was famous, in and beyond the classroom, for encouraging the work of other artists. Long may the *Center* inspire those who dream, create, walk, and perform."

Conceptual designs by Dan Scully and Dave Drasba of Scully/Architects in Keene, NH, and theatre designer Tony Forman of Nextstage Design in New Haven, CT, are based on flexible, adaptable space that can accommodate performances from large-scale concerts to small-scale theatre and music events.

"It's an exciting time for the Contoocook Valley Regional High School and the greater Monadnock region of New Hampshire as we move forward with plans to create a performing arts center," says Rob Eichler, President of the arts center Board. "We are extremely grateful for the naming rights and endorsement from the Wilder Family." The project's board plans to commence a capital campaign in 2019. For more information, visit the website at [www.thorntonwildercenterforthearts.org](http://www.thorntonwildercenterforthearts.org).

## ABOUT CONTOOCOOK VALLEY VISUAL AND PERFORMING ARTS CENTER

Contoocook Valley Visual and Performing Arts Center, in conjunction with the nine-town ConVal school district board, has recognized the high value of arts education and the need for a multi-purpose arts facility that will serve school and community. The nonprofit organization was established by a grassroots group in 2014.

## ABOUT THORNTON WILDER CENTER FOR THE ARTS

With its new name, ***Thornton Wilder Center for the Arts***, the organization continues to pursue its goal to support high-quality education in the arts, and a performance venue for the use of school and community. *Thornton Wilder Center for the Arts* is a 501 (c) (3) nonprofit organization. For more information about *Thornton Wilder Center for the Arts*, visit: [ThorntonWilderCenterfortheArts.org](http://ThorntonWilderCenterfortheArts.org), or write to: [REichler@ThorntonWilderCenterfortheArts.org](mailto:REichler@ThorntonWilderCenterfortheArts.org).

## ABOUT THORNTON WILDER

**Thornton Wilder** (1897-1975) was a novelist and playwright whose works celebrate the connection between the commonplace and the cosmic dimensions of human experience. He is the only writer to win Pulitzer Prizes for both drama and fiction: for his novel *The Bridge of San Luis Rey*, and two plays, *Our Town* and *The Skin of Our Teeth*. His other novels include *The Cabala*, *The Woman of Andros*, *Heaven's My Destination*, *The Ides of March*, *The Eighth Day* and *Theophilus North*. His other major dramas include *The Matchmaker* (adapted as the musical *Hello, Dolly!*) and *The Alcestiad*. *The Happy Journey to Trenton and Camden*, *Pullman Car Hiawatha* and *The Long Christmas Dinner* are among his well-known shorter plays. He enjoyed enormous success as a translator, adaptor, actor, librettist and lecturer/teacher and his screenplay for Alfred Hitchcock's *Shadow of a Doubt* remains a classic psycho-thriller to this day. Wilder's many honors include the Gold Medal for Fiction from the American Academy of Arts and Letters and the Presidential Medal of Freedom. More information on Thornton Wilder and his family is available in Penelope Niven's definitive biography, *Thornton Wilder: A Life* (2013) as well as on the Wilder Family website, [www.thorntonwilder.com](http://www.thorntonwilder.com).

**THE WILDER FAMILY LLC** celebrates Thornton Wilder as an international Playwright and Novelist. Through partnerships and collaborations with agents, publishers and practitioners throughout the world, THE WILDER FAMILY LLC seeks to introduce Wilder's body of work to new audiences, and to encourage subsidiary works based on his published and unpublished record. The family also represents the literary record for Wilder's three siblings who were also writers: Amos, Charlotte, and Isabel. With the support of Yale's Beinecke Rare Books and Manuscript Library (home of the Wilder Family Archive) and The Thornton Wilder Society, THE WILDER FAMILY LLC encourages teaching and scholarship in Thornton Wilder and his family.

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](mailto:ksaunders@conval.edu)

Dr. Ann Allwarden  
Assistant Superintendent of Schools  
[aallwarden@conval.edu](mailto:aallwarden@conval.edu)

TO: Contoocook Valley School Board  
FROM: SOUTH MEADOW SCHOOL  
DATE: 3-27-19  
RE: REQUEST TO ACCEPT A GIFT OR DONATION

The SOUTH MEADOW SCHOOL School requests authorization to accept from:

Name/Address: Steven W. Crowe Foundation c/o MICHAEL CROWE  
348 OLD DUBLIN RD., PETERBOROUGH, NH 03458

the following gift/donation of: Monetary Donation valued at \$ 2000.

for the purpose of: donation to assist in the replacement  
of SMS Stage curtain.

  
Teaching/Supervising Principal's Signature

.....  
SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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](mailto:ksaunders@conval.edu)

Dr. Ann Forrest  
Assistant Superintendent of Schools  
[aforrest@conval.edu](mailto:aforrest@conval.edu)

TO: Contoocook Valley School Board

FROM: Region 14 Applied Technology Center - CUHS

DATE: 4/3/19

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Conval High School School requests authorization to accept from:

Name/Address: American Association of Woodturners

the following gift/donation of: Funds valued at \$ 1500

for the purpose of: Supplies and equipment for woodworking  
and manufacturing



Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received \_\_\_\_\_

Date Approved by School Board \_\_\_\_\_

Date Not Approved by School Board/Reason: \_\_\_\_\_