

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

CONTOOCOOK VALLEY SCHOOL BOARD

Tuesday, May 7, 2019

School Board Meeting

7:00 p.m.

SAU Office

AGENDA

- 1. Call to Order and Pledge of Allegiance**
- 2. Acceptance of School Board Meeting Minutes (Board Vote Required)**
 - a. April 16, 2019 (pg. 1-6)**
- 3. Points of Pride**
- 4. Public Comment**
- 5. Consent Agenda**
 - a. Personnel**
 - 1) Notice of Co-Curricular Stipends (pg. 7-8)
 - 2) Job Description (2nd Read/Approval)
 - a. Title I Project Manager (pg. 9-11)
 - b. Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator-High School (pg. 12-14)
 - 3) Job Description (1st Read)
 - a. Special Education Teacher (pg. 15-18)
 - b. Preschool Teacher (pg. 19-22)
 - c. District/Community Preschool Case Manager (pg. 23-26)
 - b. Field Trip Requests (Board Vote Required) (pg. 27)**
 - 1) South Meadow School – grade ILS students will travel on June 6-7, 2019 by van to UNH, Durham, NH to compete in the Summer Special Olympics.
 - c. Accept Gift/Donation (Board Vote Required) (pg. 28)**
 - 1) Dublin Consolidated School requests authorization to accept a gift/donation totaling \$1,000.00 from the Charter Trust Company (Dublin Trust) c/o Bill Goodwin, for the purpose of 5th grade farewell and field trips.
- 6. Superintendent's Report and Presentation of Business**
 - a. Monthly Events Calendar (pg. 29-30)**
 - b. May 1, 2018 Enrollment Update (pg. 31-32)**
 - c. NHDOE IDEA School Determinations**
- 7. Reports**
 - a. Student Representative** – Molly Janoch/Marina McMahon
 - b. Teacher Representative** – Asher MacLeod
 - c. Selectmen's Advisory Committee** – Tim Theberge
- 8. Old Business**
- 9. New Business**
 - a. 1st Read Policy (pg. 33-35)**
 - EEAG: Use of Private Vehicles to Transport Students and for Other School Purposes
 - JICDD: Student Discipline Out-Of-School Actions
 - b. Expenditure Report (pg. 36-38)**
 - c. Dublin Consolidated School 5th Grade**
 - d. Antrim Gym Floor Request**
- 10. Public Comment**
- 11. Approval of Manifests (Board Vote Required)**
- 12. 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 16, 2019

School Board Meeting

6:30 P.M.

SAU Office

MINUTES

BOARD

Rich Cahoon, Richard Dunning,
Jim Fredrickson, Bernd Foecking,
Janine Lesser, Niki McGettigan,
Stephan Morrissey, Linda Quintanilha,
Myron Steere, Tim Theberge,
Jerome Wilson

ADMINISTRATION

Dr. Kimberly Rizzo-Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Ben Moenter, Special Education
Larry Pimental, PES
David Jack, B.A.

Asher MacLeod, CVEA Rep.

1. Call to Order and Pledge of Allegiance

Myron Steere called the meeting to order at 6:30 p.m. The Pledge of Allegiance was recited.

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

a. Student

Stephan Morrissey moved to enter into non-public session in accordance with RSA 91-A:3,II at 6:31 p.m. for student matters. Rich Cahoon second. Unanimous

Stephan Morrissey moved to exit non-public session at 7:03 p.m. Tim Theberge second. Unanimous.

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

a. April 2, 2019

Stephan Morrissey moved to accept the minutes of April 2, 2019. Jim Fredrickson second. Jim Fredrickson abstained. All others in favor. Motion carried.

4. Points of Pride

Dr. Saunders reported out on various Points of Pride as reported to her from administrators.

5. Public Comment

None.

6. Consent Agenda

a. Personnel

- 1) Job Description (2nd 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

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.

Kimberly Saunders referenced the job descriptions as second reads for adoption.

Linda Quintanilha moved to approve the job descriptions as presented. Dick Dunning second. Unanimous.

2) Job Description (1st Read)

a. Title I Project Manager

b. Extended Learning Opportunity (ELO)/Work-Based Learning (WBL) Coordinator-High School

Kimberly Saunders referenced the job descriptions for a first read.

Tim Markley referenced resignations, nominations, and co-curricular stipends as follows:

Resignations of Scott MacNamee, Cynthia Davis, Ashley Vanat, and Madison Pineau:

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

Nominations: Elizabeth Cohen; Occupational Therapist

Stephan Morrissey moved to accept the nomination as read. Jerry Wilson second. Unanimous.

Nomination of Sarah Daley; Psychologist

Stephan Morrissey moved to accept the nomination as read. Jerry Wilson second. Unanimous.

7. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

1) Set School Board Retreat Date

Rich Cahoon proposed getting advance reports from administrators so that questions could be asked.

Saturday, August 10th was the date set for the School Board Retreat from 8:30 am to 2:00 pm.

b. Thornton Wilder Center for the Arts Presentation – Rob Eichler, Bob Pettigrew, Bob Edwards

Bob Edwards and Martha Eichler were present. Rob Eichler is away on business, however Bob and Martha presented information on the center. Visual aids were provided. Mr. Edwards said that the primary

purpose tonight, is to request an extension of time until the second board meeting of 2020. The group has done a first amendment; it recites that January 1, 2019 was the date set to raise sufficient capital, the second amendment related to the date. Mr. Edwards said that they have not completed all of the requirements nor received the approvals from all needed. Preliminary drawings and architectural designs have been presented in the past. Mr. Edwards said that he does not see a motion of the ConVal School Board accepting dates and other agreements. It is missing going into the second phase of Phase 1, to go into dollars to get architectural drawings and to return to the board. If the board approves it as acceptable to design and cost, a warrant article would be put in to vote to proceed based on the presentation. We have gone from a consensus right into the fundraising aspect. The group has neglected to go to the legislative body for a vote. If an affirmative vote comes forward of what is required, then the group can get into their capital campaign. It is an oversight as a result of those anxious to move forward. Taking a step back to make adjustments is prudent. Moving the date to the second board meeting in January of 2020 to get everything before the board, and then if approved, bring to the legislative body. Language in the original document allows four years to raise funds. At the end of four years, the amount raised will be shared. The board will decide if it is adequate to go forward. If sufficient funds are not raised, the board can extend more time or terminate the agreement. Money cannot be raised until the legislative body has approved. What is asked tonight is to work to draft a document that catches up to the agreement and gets the group back on course.

Myron Steere said that legal should be consulted before moving forward.

Bob Edwards said that the agreement is specific that the approval of the legislative body is needed.

Jim Fredrickson asked when warrant articles need to be written and drafted. The response was that typically before the first board meeting in January.

Rich Cahoon confirmed that legal opinion should be reviewed. He shared his concern with scheduling and sequencing. The missing piece from Thornton Wilder is that Phase I will require some money. In the last extension, physical capacity to raise funds was cited. Without extending it again, are there financials to share?

Bob Edwards said that approximately \$100,000 has been raised. They have the capacity to pay for what is required of them. Bob further said that the board needs to act on what is required in the original agreement. It requires the Thornton Wilder Center for the Arts to get construction drawings etc. Rich Cahoon also said that an operating agreement needs to be decided.

Martha Eichler said that contingencies will be carefully built in. The costs of associate work and assurances will be born by the Thornton Wilder group.

Bob Edwards said that we need an estimate based on construction documents by a contractor. The costs from a contractor are needed.

What is the estimate needed to complete Phase I? Bob was unsure at this time; it could be an additional \$15K as a guess.

Bob Edwards provided the School Board Chairman with a document of additional comments.

c. Accept Gift/Donation (Board Vote Required)

- 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.

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

d. Accept Gift/Donation (Board Vote Required)

- 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.

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

e. Vacancies

Kimberly Saunders reminded the board that she spoke about positions in the FY19 budget that had been carried forward from the FY18 budget but had not been filled. The positions and associated salaries would be reported. This amount would be returned to reduce tax assessment. \$280,823.00 for seven positions, and an additional \$70K for benefits. This is part of the ongoing effort of transparency.

Rich Cahoon said that the decision is not typically made this early. It will appear on a future agenda.

8. Reports

a. Student Representative – Molly Janoch

None.

b. Teacher Representative – Asher MacLeod

Asher MacLeod reported that GBS and SMS 8th grade students have gone to Washington DC.

Asher also reported that Greg Leonard is the new CVEA President and Larry Bourgoine is the new Vice-President.

c. Budget & Property Committee – Jim Fredrickson

Jim Fredrickson reported that discussion about what will get done in the upcoming year took place. Aging schools will be walked through in conjunction with the capital plan so committee members can see.

Advantages of leasing vs. buying equipment was discussed; a list will develop. Use of our facilities by outside organizations was touched on, no action item yet. It was noted that the high school hallways were discussed to match the science room project; work will not take place until the summer of 2020. PES fields were discussed. How the fields will be used will need determination before making any decisions a year out. HVAC at PES was discussed; costs will be run. Updated cost of elementary schools will be updated on in May. Benefits will be allocated at the school that employs that staff member.

Tim Grossi met with Solar Group, more info to come.

Rich Cahoon asked if the Dublin School Choice has been sanctioned by the Town of Dublin. Bernd Foecking said that they are a group of people that have come together, they are not sanctioned.

d. Strategic Plan Committee – Dick Dunning

Dick Dunning reported that the committee will meet on Sept 12, Dec 12th and March 12th at 5:30 p.m.

Kimberly Saunders provided an update on the Strategic Plan.

Dick Dunning provided an update on several points. Public involved in committee work was discussed. A listing of people who have been involved will be compiled that support the board.

Creation of a 501-3C was discussed but will not be pursued. Rather a foundation might be considered. The current Strategic Plan ends in 2021 and the future plan should be looked at to determine what it will look like.

e. ATC Committee – Stephan Morrissey

Stephan Morrissey reported that the committee will meet quarterly. Moving forward nicely with the new ATC Director and Principal. Activity with Community College was not what was hoped. Outreach was discussed. Programs are moving forward. Mascenic is back in the fold with ConVal with an automotive program. The woodworking program will not build a full house but likely a smaller project. Things are moving forward in a robust manner. All students who are involved with Running Start for college credit are hoped to be automatically enrolled.

Dick Dunning added that honor society for ATC was also brought back.

f. Education Committee – Jerome Wilson

Jerry Wilson reported that the committee focused on a definition for Universal Preschool and making a recommendation related to high school graduation requirements for math.

One of the School Board's goals for this year focuses on reporting out on the implications of universal preschool through research related to effectiveness, cost, implementation, resources needed, and current programing.

A decision to adopt the proposed definition was made at this meeting. Universal preschool will be defined as providing all 4 year olds with access to a high quality, full day preschool program. The cost of attending a preschool program will be determined using a sliding scale based on family income.

High school graduation requirements for math were discussed. A number of factors were considered. The Education Committee made a recommendation to require the completion of Algebra I; and require four (rather than 3) math credits for high school graduation starting with next year's freshmen class. Students will need to take a math class every semester until they complete Algebra I and II.

The focus is on math while pushing off a review of science.

What is timeline for universal preschool? Myron Steere said that the Education Committee will provide details, they needed a definition first.

Rich Cahoon said that sliding fee scale does not meet his definition of universal preschool.

Linda Quintanilha said that the understanding is that a definition was needed to move forward with developing more.

It would be a full-day preschool for all four year olds.

Janine Lesser shared concern that if we develop cost information and other data on this definition, this is what we will wind up with.

Bernd Foecking said that a timeline will be developed.

Tim Theberge agreed that it should not be called "Universal".

Dr. Saunders said that in doing the research, we started by looking at what universal preschool is. The definitions vary. We looked at where ConVal would get the most bang for the buck right away. Preschool for four year olds was the starting point. If the board wants it to be defined differently, those implications can be brought back. The plan was to outline the next logical steps.

Rich Cahoon said that he agreed with starting with four year olds. There are other preschools with sliding scales; he thought we were looking for something different. He would like to know the price.

Kimberly confirmed that anticipated costs could be provided.

Bernd said that he believes there is a real need in the district because several preschools have closed.

Janine said that the need starts at age zero. There are other funding streams that can be looked at.

Kimberly said that implications will be brought for sliding scale and no sliding scale.

Rich asked if a student is accepted at a specific age, what would follow?

Kimberly said that is one of the implications.

g. Communication Committee – Niki McGettigan

Niki McGettigan said that a review of where the committee is at for the year in terms of communication took place. The Strategic Plan was an area that was not communicated well.

Adopting, publishing and developing a comprehensive communication plan is a school board goal.

A concern about subcommittee reporting out was discussed. Developing a School Board page that documents information was suggested for the website.

Niki asked committee chairs to send information to her for communication.

Tim Theberge asked about relationships with PTO's. Niki said that PTO's can invite anyone to speak. Tim asked if PTO's share minutes of School Board and subcommittee meetings.

Kimberly said that traditionally it has not been the relationship.

David Jack exited at 8:07 p.m.

Niki McGettigan spoke about social media platforms.

h. Food Service Committee – Linda Quintanilha

Linda Quintanilha reported having met prior to tonight's School Board meeting. The RFP process is underway. A recommendation to the board should come forward in June. Bidding is due back May 23rd. A recommendation of administration will be made prior to May 30th. Michael Onorato, Café Services, reported out on food service improvements at the meeting. Exciting things are underway. A digital copy of improvements was requested to be sent to the full board.

9. Old Business

a. Committee Chair Goal Setting Reports

School Board subcommittee chairs were asked to send Myron their goals by end of the school year.

10. New Business

a. Staff Nominations (Board Vote Required)

Tim Markley referenced a list of staff nominations.

Stephan Morrissey moved to approve staff on annual contract. Janine Lesser second.

Dick Dunning abstained. All else in favor. Motion carried.

Mr. Markley reminded the board that SSP's are on annual contract and never go to continuing contract.

Stephan Morrissey moved to approve SSP's on annual contract. Jerry Wilson second. Unanimous.

Annual to Continual –

Stephan Morrissey moved to approve those staff on annual contract moving to continual contract.

Jerry Wilson second. Rich Cahoon and Dick Dunning abstained. All else in favor. Motion carried.

Continuing to Continuing –

Stephan Morrissey moved to approve those on continuing contract to remain on continuing contract. Jerry Wilson second. Dick Dunning abstained. All else in favor. Motion carried.

b. Edith Bird Bass Essay

Jerry Wilson reported that every year, back to 1955, a written essay on specific topics open to juniors and seniors is given. Students are asked to write a two to four page essay. Once turned in, a committee is set up to read. Three essays are selected for award. Total amount given is \$1,500.00. Volunteers were asked. Myron Steere, Bernd Foecking, Tim Theberge, Niki McGettigan and Jerry Wilson all volunteered.

11. Public Comment

Abby Theberge, student representative to the Thornton Wilder Center for the Arts thanked the board for taking the time to listen to tonight's presentation.

Alan Edlekind, Dublin, said when article 11 was voted, voters voted positively. A structure for a committee for consolidation was discussed. The agreement was that the write up on the agreement for structure would come to the School Board for review. Has this changed? How do we get this back to what was agreed?

Myron said that the district is working on costs for individual schools. Once completed, it will be passed out along with Alan's recommendation. Alan said that when minds are changed, the board should communicate it.

12. Approval of Manifests (Board Vote Required)

Kimberly Saunders certified that Manifests listed totaling \$560,282.32 and Payroll totaling \$895,756.18 have been reviewed by her 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.

13. 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 8:30 p.m. for matters of personnel, negotiations, and legal. Unanimous on a roll call vote.

Stephan Morrissey moved to exit non-public session at 9:20 p.m. Dick Dunning second. Unanimous.

Stephan Morrissey moved to seal the minutes of non-public session for student matters, two legal matters, and personnel for a period of five years. Tim Theberge second. Unanimous.

It was agreed that Rich Cahoon and Dick Dunning will negotiate the Thornton Wilder agreement.

Respectfully submitted,

Brenda Marschok

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

CONTOOCOOK VALLEY SCHOOL DISTRICT

**May 7, 2019
Personnel Agenda**

**Co-Curricular Stipends
See Attached**

NOTICE OF STIPEND POSITIONS

Name	DAC	Position	Stipend Amt	FTE
Paul Finley	CVHS	Lacrosse - Boys Freshman	\$2,735.68	1

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

DRAFT

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.

1st 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.

1st Read: 4/16/2019

Approved:

Revised:

- 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.
- 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).

1st Read: 4/16/2019

Approved:

Revised:

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

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.

1st 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.

1st 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).

1st Read: 4/16/2019

Approval:

Revision:

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

DRAFT

POSITION TITLE: **Special Education Teacher**

SUPERVISOR: **Building Principal and Director of Special Education**

QUALIFICATIONS:

- New Hampshire DOE Special Education certification
- Bachelor's degree from an accredited college or university in Special Education or related discipline applicable to assignment
- Master's Degree in related area preferred
- One to three years of successful prior experience for the appropriate grade levels preferred. Experience teaching students with intellectual disabilities, physical impairments and social-emotional and behavioral challenges is preferred
- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of the state curriculum standards as they apply to students with intellectual disabilities
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)
- Possess an understanding of the requirements of the Alternative Portfolio

SUMMARY: Under the general supervision of the School Principal and Director of Special Education, the teacher will maximize the learning experience of students with special needs, in academic skills, interpersonal skills and activities of daily living, and social-emotional and behavioral skills, by implementing district approved curriculum; documenting teaching and student progress/activities and outcomes; addressing student specific needs; providing a 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 special education principles, theories, testing, methods as well as proven methods of maximizing the educational experience of students with special needs
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- 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

*1st Read: 5/7/2019
Approval:
Revision:*

- Ability to communicate effectively with students, staff 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
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process

DUTIES AND RESPONSIBILITIES:

Case Management:

- Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning
- Case manages and facilitates the Independent Education Plan (IEP) process: Referral, eligibility determination, IEP development and placement
- Assists students and teaching staff in implementing student IEP's and behavior management plans
- Develops and administers school curriculum consistent with school district initiatives, and goals and objectives
- Serves as ready resource to students and parents to provide special education support that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school for students on the caseload
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed

Instruction:

- 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, including data collection of student learning in the educational setting
- Provides a range of purposefully and intentionally designed instructional practices in collaboration with classroom teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and when necessary provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting
- Conducts individual and small group instruction as needed and appropriate
- IEP's for caseload students will be developed by the special education teacher and the IEP team and shared with all relevant staff members
- Encourages parental involvement in students' education and ensures effective communication with students and parents on their caseload

1st Read: 5/7/2019

Approval:

Revision:

- Assists the classroom teacher in ensuring 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 administrators and other teaching staff members to ascertain individual student's abilities and advocates for student on the caseload

Professional Responsibilities:

- 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, may include activities involving school transportation
- 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, keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws
- Reporting for all student activities, achievement and attendance as required by district procedures and applicable laws

Performs other position related tasks or services as may be assigned by the School Principal or Director of Special Education or 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.

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, 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.

1st Read: 5/7/2019

Approval:

Revision:

- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
- The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The conditions the worker will be subject to in this position.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1st Read: 5/7/2019

Approval:

Revision:

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

DRAFT

POSITION TITLE: **Preschool Teacher**

SUPERVISOR: **Director of Special Education**

QUALIFICATIONS:

- New Hampshire DOE Early Childhood Special Education and Early Childhood Education certification
- Bachelor's degree from an accredited college or university in Early Childhood 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 Director of Special Education, to facilitate student success and growth in activities designed to promote social, social-emotional, behavioral, physical, and intellectual growth, 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 for preschool age children
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- Knowledge of preschool 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, including familiarity with the process special education process.
- Ability to communicate effectively with students, staff, and parents
- Ability to engage in self-evaluation with regard to performance and professional growth
- Ability to establish and maintain relationships and work collaboratively with a variety of colleagues.
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process

1st Read: 5/7/2019

Approval:

Revision:

- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)

DUTIES AND RESPONSIBILITIES:

Case Management:

- 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
- Provides case management duties for special education students in the preschool setting
- IEP and 504 plans for caseload students are to be read and implemented

Instruction:

- 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, including data collection of student learning in the educational setting
- Provides a range of purposefully and intentionally designed instructional practices in collaboration with classroom teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and, when necessary, provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting
- Conducts individual and small group instruction as needed and appropriate
- IEP's for caseload students will be developed by the special education teacher and the IEP team and shared with all relevant staff members
- Encourages parental involvement in students' education and ensures effective communication with students and parents on their caseload
- Assists the classroom teacher in ensuring 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

1st Read: 5/7/2019

Approval:

Revision:

- Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and advocates for student on the caseload
- Encourages parental involvement in students' education/development and ensures effective communication with students and parents
- Coordinates with other preschool professional staff members, 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
- Organize and lead activities designed to promote physical, mental and social, emotional and behavioral development
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.

Professional Responsibilities:

- Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists
- Meet with parents and guardians to discuss their children's progress and needs, determine their priorities for their children, and suggest ways that they can promote learning and development
- 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.
- Administers standardized tests in accordance with District testing programs

Performs other position related tasks or services as may be assigned by the School Principal or Director of Special Education or 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.

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.

1st Read: 5/7/2019

Approval:

Revision:

- 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.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
- The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The conditions the worker will be subject to in this position.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1st Read: 5/7/2019

Approval:

Revision:

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

DRAFT

POSITION TITLE: District/Community Preschool Case Manager

SUPERVISOR: Director of Special Education

QUALIFICATIONS:

- New Hampshire DOE Early Childhood Special Education and Early Childhood Education certification
- Bachelor's degree from an accredited college or university in Early Childhood 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: The preschool consultant provides case management, instructional and consultative services and support to district and community preschool programs.

KNOWLEDGE, SKILLS and ABILITIES

- Knowledge of current teaching methods and educational pedagogy
- Knowledge of differentiated instruction, specially designed instruction and high leverage practices for students with diverse learning needs
- Knowledge of preschool 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, staff, 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
- Ability to meet timelines and deadlines, and thoroughly and accurately complete documentation related to the special education process
- Possess a belief that students are best served when they are included with their peers to the greatest extent possible
- Possess an understanding of Individuals with Disabilities Education Act (IDEA), associated timelines and requirements, and use of the New Hampshire Special Education Information System (NHSEIS)

1st Read: 5/7/2019

Approval:

Revision:

DUTIES AND RESPONSIBILITIES:

Case Management and Consultation:

- Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning
- Case manages and facilitates the Individual Educational Plan (IEP) process: Referral, eligibility determination, IEP development, and placement for preschool students in community preschool programs and service provider locations
- Assists teaching staff in implementing students IEP's and behavior management plans in the community preschool programs
- Develops and administers school curriculum consistent with school district initiatives, goals and objectives to community preschools
- Serves as ready resource to students and parents to provide special education support that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school for students on the caseload.
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed
- Consultation and case management is provided to special education students in all of the districts community preschools including Head Start
- Maintains files for students in the special education process and on consultant's caseload
- Maintains communication with parents of case managed and in process students
- Consult with community staff to ensure progress toward IEP goals and objectives
- Maintain record keeping and progress for preschool aged students receiving Response To Intervention
- Provide support materials and resources to community staff in order to facilitate student achievement
- Complete Preschool Outcome Measures (POMS) data at entrance into preschool and exit from preschool
- Encourages parental involvement in students' education/development and ensures effective communication with students and parents
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation

Instruction:

- Provides individual and group instruction of IEP related special education services to student in community preschool programs.
- Provides a range of purposefully and intentionally designed instructional practices and activities in collaboration with teachers to adapt instruction to the needs of special education students by adjusting the content, methodology, or delivery of instruction, and, when necessary, provide modifications to address the unique needs of the child to ensure access of the child to the general curriculum and student needs are met in the least restrictive setting in district and community preschools.

1st Read: 5/7/2019

Approval:

Revision:

Professional Responsibilities:

- Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists
- Meet with parents and guardians to discuss their children's progress and needs, determine their priorities for their children, and suggest ways that they can promote learning and development
- 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
- Develop and maintain a relationship with community program staff
- Organizes and maintains a system for accurate and complete record-keeping
- Administers standardized tests in accordance with district testing programs
- Coordinates with other preschool professional staff members, to evaluate and assess curriculum, and participates in faculty meetings and committees
- Participate in PLC meetings involving the Conval preschool evaluation team; district preschool teachers, coordinator and related services staff
- Coordinates with other preschool professional staff members, to evaluate and assess curriculum, and participates in faculty meetings and committees

Performs other position related tasks or services as may be assigned by the School Principal or Director of Special Education or 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.

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, 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.

1st Read: 5/7/2019

Approval:

Revision:

- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
- The visual acuity requirements include color, depth perception, and field of vision.
- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
- The conditions the worker will be subject to in this position.
- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

1st Read: 5/7/2019

Approval:

Revision:

**CONTOOCOOK VALLEY SCHOOL DISTRICT
FIELD TRIP PROPOSAL**

1. Name: Jennifer Greenough Grade: ILS School: SMS
2. Destination: Summer Special Olympics
3. Date(s) of Trip: UNT Durham NH Time(s): From 6/6 to 6/8/7
(after school)
4. Description of Trip:
Summer Special Olympics
(5 students)

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

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

7. Ratio of Adults: 4 to Number of Students: 5

Jennifer Greenough 4/9/19
Staff Signature Date

[Signature] 4/9/19
Principal Signature Date

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

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

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

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

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

Superintendent/Board Chairman Signature _____

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

Dr. Kimberly Saunders
Superintendent of Schools
ksaunders@conval.edu

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

TO: Contoocook Valley School Board

FROM: Nicole Pease

DATE: 5-1-19

RE: REQUEST TO ACCEPT A GIFT OR DONATION

The Dublin Consolidated School requests authorization to accept from:

Name/Address: Charter Trust Company (Dublin Trust) ^{c/o}
P.O. Box 164, Dublin, NH 03444 ^{Bill Goodwin}

the following gift/donation of: a check valued at * \$ 1,000.00

for the purpose of: 5th Grade Farewell and field trips

*All checks, upon receipt, should be sent to Accounts Receivable at the SAU Office.

Nicole Pease
Teaching/Supervising Principal's Signature

SAU OFFICE USE ONLY: Date Received _____

Date Approved by School Board _____

Date Not Approved by School Board/Reason: _____

Date Check Received by SAU: _____

Form Updated: April 2019

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 Budget & Property Committee @ 6:00 p.m. @ SAU	15	16	17	18
19	20 Education Committee @ 5:30 pm @ SAU Communications Committee @ 7:00 p.m. @ 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	

June 2019

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

Grade SCHOOL	Total	79	145	165	123	155	136	803	FTE Teachers
AES	53.19	Pre-School	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	Total	
# of Students	38	29	29	29	24	25	25	170	
Teacher	2	2	2	2	2	2	2		12
Teacher	19.0	14.5	14.5	14.5	12.0	12.5	12.5		
Ratio									
BES		Kindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	73	5
# of Students		12	12	18	14	12	17		
# of Sections		1	1	1	1	1	1		
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher	Teacher		
Ratio		12.0	12.0	18.0	14.0	12.0	17.0		
DCS		Kindergarten	Kindergarten	1st & 2nd Grade		3rd Grade	4th & 5th Grade	50	4
# of Students		12	12	6 + 4 = 10		14	6 + 8 = 14		
# of Sections		1	1	1		1	1		
Teacher		Teacher	Teacher	Teacher		Teacher	Teacher		
Ratio									
FES		Kindergarten	Kindergarten	1st & 2nd Grade		3rd Grade	4th Grade	54	4
# of Students		12	12	10 + 6 = 16		17	9		
# of Sections		1	1	1		1	1		
Teacher		Teacher	Teacher	Teacher		Teacher	Teacher		
Ratio									
GES		Pre-School	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	90	6
# of Students		21	14	15	11	18	11		
# of Sections		1	1	1	1	1	1		
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher	Teacher		
Ratio		21.0	14.0	15.0	11.0	18.0	11.0		
HES		Pre-School	Kindergarten	1st Grade	2nd Grade	3rd & 4th Grade		47	4
# of Students		21	10	12	8	16 + 1 = 17			
# of Sections		1	1	1	1	1			
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher			
Ratio									
PES		Pre-School	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	278	17
# of Students		20	48	61	45	46	58		
# of Sections		1	3	4	3	3	3		
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher	Teacher		
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher	Teacher		
Ratio									
TES		Kindergarten & 1st Grade	Kindergarten & 1st Grade	3rd & 4th Grade	2nd Grade	3rd & 4th Grade		49	3
# of Students		8 + 14 = 22	8 + 14 = 22	7 + 9 = 16	11	7 + 9 = 16			
# of Sections		1	1	1	1	1			
Teacher		Teacher	Teacher	Teacher	Teacher	Teacher			
Para		Para	Para						
Ratio		22.0	22.0	15.0	11.0	15.0	19.3	803	55
								724	
* Teaching Principal para Enrollment numbers may include tuitioned-in students									
() = actually registered									
Total Students Pre-K-4									
Total Elem. Students K-4									

5/3/19		Grade 5	Grade 6	Grade 7	Grade 8	Total	FTE Teachers
DCS	# of Students	8				8	
	# of Sections	82	69	62	51	264	
	Teacher	4	3	3	3		13
	Teacher	Teacher	Teacher	Teacher	Teacher		
	Teacher	Teacher	Teacher	Teacher	Teacher		
SMS	Ratio	20.5	23.0	20.7	17.0		
	# of Students	82	102	101	125	410	19(-1)
	# of Sections	4	5	4	6		
	Teacher	Teacher	Teacher	Teacher	Teacher		
	Teacher	Teacher	Teacher	Teacher	Teacher		
CVHS	Teacher	Teacher	Teacher	Teacher	Teacher		
	Teacher	Teacher	Teacher	Teacher	Teacher		
	Ratio	20.5	20.4	25.3	20.8		
	Total Students	172	171	163	176	682	32
	Grade	9	10	11	12		
	Teachers	175	187	167	174	703	49
		12.25	12.25	12.25	12.25		
					K to 4	724	55
					5-8	682	32
					9-12	703	49
					Total 2018-19	2109	136.0
					2017-18	2143	
					2016-17	2234	
					2015-16	2169	
					2014-15	2239	
					2013-14	2325	
					2012-13	2342	
					2011-12	2434	

EEAG – Use Of Private Vehicles to Transport Students and for Other School Purposes

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. Nothing in this policy shall prohibit a parent or guardian from transporting their child to or from school for daily attendance. Nothing in this policy shall limit the authority of the Superintendent or his/her designee from contracting with a private vendor to provide student transportation in a manner consistent with the laws of the State.

The Board specifically forbids any employee to transport students, except the employee's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Any employee seeking such permission shall be required to provide proof of a valid driver's license, (one not subject to suspension) and to disclose whether in the past ten (10) years they have been convicted of reckless operation of a motor vehicle, driving under the influence of intoxicating liquors or controlled drugs, prescription drugs, over-the-counter drugs, or any other chemical substances, natural or synthetic. Permission shall not be granted to any employee who lacks a valid driver's license free of suspension, or who has been convicted of the aforementioned offenses. Individuals providing unauthorized student transportation do so without District permission and at their own risk, expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$300,000 Combined Single Limit, provide a Certificate of Insurance naming the District as an Additional Insured and be a designated volunteer. The District will maintain liability insurance, which shall be deemed in excess of the owner's primary insurance for authorized student transportation.

To use a private vehicle for other school purposes, the employee must have the written permission of the Superintendent or his or her designee. Any employee seeking such permission shall be required to provide proof of a valid driver's license, (one not subject to suspension) and to disclose whether in the past ten (10) years they have been convicted of reckless operation of a motor vehicle, driving under the influence of intoxicating liquors or controlled drugs, prescription drugs, over-the-counter drugs, or any other chemical substances, natural or synthetic. Permission shall not be granted to any employee who lacks a valid driver's license (one free of suspension). Permission shall not be granted to any employee or who has been convicted of the aforementioned offenses unless the employee provides the Superintendent or his/her designee with clear and convincing evidence of mitigating circumstances post-conviction, whereupon permission may be granted to the employee to use a vehicle for other school purposes, but not for student transportation.

This permission may be in the form of a standing permit for employees who use their own cars regularly for school purposes. The permit shall state the particular purpose, and whether it includes transportation of students.

For all special trips involving students, including field trips, a special permit must be obtained in advance for the specific trip.

The employee who transports a student without the authorization described above shall be deemed to have acted outside the scope of their authority and the district shall assume no responsibility for indemnification of the employee in the event of a third party claim arising from an accident. The board specifically forbids any employee to transport students for school purposes without prior authorization by the Superintendent or his or her designee, except in the case of an imminent health or safety emergency involving a student where no other emergency transportation alternative is available. In such an event, the employee shall immediately report the circumstances to the Superintendent or his/her designee.

No student shall be sent on school errands using any automobile.

EEAG – Use Of Private Vehicles to Transport Students and for Other School Purposes

Reimbursement for use of private vehicles will be made only when the staff person has prior approval of the responsible administrator and any reimbursement shall be subject to any other applicable reimbursement policies and requirements of the District

Legal References:

New Hampshire Code of Administrative Rules Section Saf-C 1304.05, Exemption From School Bus Driver's Certificate
NH RSA 259:96-a.
NH RSA 189:6-c.

Category: R – Recommended

First Read: May 7, 2019

Second Read:

Adopted:

JICDD – Student Discipline Out-Of-School Actions

The ConVal School Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, during bussing times ~~either before or after the school day~~;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, during bussing times ~~either before or after the school day~~;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities or the safety or welfare of the student body.

Cyber-Bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account.

However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

Revised: May 2006, August 2007, August 2008, September 2010

Category: *Recommended*

See Also JIA, JIC, JICK

First Read: May 7, 2019

Second Read:

Adopted:

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 5/1/2019 To Date: 5/31/2019

☒ Filter Encumbrance Detail by Date Range

☐ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
21,000,0000.00.110	REGULAR SALARIES	\$15,044,022.42	(\$281,795.32)	\$14,762,227.10	\$0.00	\$10,766,280.98	\$4,005,946.12	\$3,155,812.88	\$850,133.24	5.76%
21,000,0000.00.111	PARAPROFESSIONAL SALARIES	\$2,502,239.36	\$0.00	\$2,502,239.36	\$0.00	\$1,930,046.61	\$572,192.75	\$382,633.09	\$189,559.66	7.58%
21,000,0000.00.112	ADMIN ASSISTANTS	\$1,084,540.50	\$0.00	\$1,084,540.50	\$0.00	\$875,160.10	\$209,380.40	\$229,602.17	(\$20,221.77)	-1.86%
21,000,0000.00.113	CUSTODIAL/MAINTENANCE	\$543,381.49	\$0.00	\$543,381.49	\$0.00	\$397,304.61	\$146,076.88	\$106,341.76	\$39,735.12	7.31%
21,000,0000.00.114	ADMINISTRATOR	\$2,474,808.40	\$0.00	\$2,474,808.40	\$0.00	\$2,020,330.87	\$454,477.53	\$365,805.37	\$88,672.16	3.58%
21,000,0000.00.115	DEPARTMENT HEADS	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$23,077.20	\$16,922.80	\$6,922.80	\$10,000.00	25.00%
21,000,0000.00.119	SUPPORT SERVICES	\$737,942.16	\$24,405.22	\$762,347.38	\$0.00	\$627,401.89	\$134,945.49	\$131,739.45	\$3,206.04	0.42%
21,000,0000.00.120	TEMPORARY SALARIES	\$1,076,965.09	\$106,780.91	\$1,183,746.00	\$0.00	\$771,245.17	\$412,500.83	\$273,451.98	\$139,048.85	11.75%
21,000,0000.00.130	OVERTIME	\$43,200.00	\$0.00	\$43,200.00	\$0.00	\$30,497.37	\$12,702.63	\$1,490.39	\$11,212.24	25.95%
21,000,0000.00.211	HEALTH INSURANCE	\$5,260,853.20	\$0.00	\$5,260,853.20	\$0.00	\$4,702,094.74	\$558,758.46	\$617,099.28	(\$58,340.82)	-1.11%
21,000,0000.00.212	DENTAL INSURANCE	\$204,470.00	\$0.00	\$204,470.00	\$0.00	\$199,102.64	\$5,367.36	\$23,670.66	(\$18,303.30)	-9.95%
21,000,0000.00.213	LIFE INSURANCE	\$42,000.00	(\$0.03)	\$41,999.97	\$0.00	\$37,646.00	\$4,353.97	\$0.00	\$4,353.97	10.37%
21,000,0000.00.214	LONG TERM DISABILITY	\$50,400.00	\$0.00	\$50,400.00	\$0.00	\$41,335.80	\$9,064.20	\$0.00	\$9,064.20	17.98%
21,000,0000.00.220	FICA	\$1,742,568.00	\$0.00	\$1,742,568.00	\$0.00	\$1,292,826.56	\$449,741.44	\$342,980.93	\$106,760.51	6.13%
21,000,0000.00.225	ADMIN ANNUITY	\$7,005.00	\$0.00	\$7,005.00	\$0.00	\$7,005.00	\$0.00	\$0.00	\$0.00	0.00%
21,000,0000.00.231	NON - TEACH RETIRE	\$582,942.26	(\$0.01)	\$582,942.25	\$0.00	\$455,321.92	\$127,620.33	\$99,346.20	\$28,274.13	4.85%
21,000,0000.00.232	TEACHER RETIRE	\$2,717,492.66	\$0.00	\$2,717,492.66	\$0.00	\$2,174,971.77	\$542,520.89	\$613,681.86	(\$71,160.97)	-2.62%
21,000,0000.00.260	UNEMPLOYMENT	\$27,655.00	\$0.00	\$27,655.00	\$0.00	(\$68.00)	\$27,723.00	\$0.00	\$27,723.00	100.25%
21,000,0000.00.320	PRESENTERS	\$17,600.00	\$0.00	\$17,600.00	\$0.00	\$15,918.71	\$1,681.29	\$1,500.00	\$181.29	1.03%
21,000,0000.00.321	PROF SERVICES	\$78,890.00	\$0.00	\$78,890.00	\$0.00	\$80,177.15	(\$1,287.15)	\$0.00	(\$1,287.15)	-1.63%
21,000,0000.00.322	STAFF SERVICES	\$102,900.00	\$28,000.00	\$130,900.00	\$598.99	\$46,001.56	\$84,898.44	\$12,892.00	\$72,006.44	55.01%
21,000,0000.00.323	PUPIL SERVICES	\$223,400.00	\$233,352.05	\$456,752.05	\$0.00	\$451,878.20	\$4,873.85	\$209,248.30	(\$204,374.45)	-44.75%
21,000,0000.00.330	PURCHASED/PROF	\$1,518,274.00	\$33,916.82	\$1,552,190.82	\$2,757.00	\$1,280,255.32	\$271,935.50	\$158,296.86	\$113,638.64	7.32%
21,000,0000.00.340	STATISTICAL SERVICES	\$37,946.25	\$0.00	\$37,946.25	\$0.00	\$32,303.22	\$5,643.03	\$15,375.00	(\$9,731.97)	-25.65%
21,000,0000.00.380	PURCH SERVICES	\$171,000.00	\$40,500.00	\$211,500.00	\$6,074.96	\$280,110.83	(\$68,610.83)	\$73,912.68	(\$142,523.51)	-67.39%
21,000,0000.00.390	x	\$0.00	\$0.00	\$0.00	\$0.00	\$6,405.95	(\$6,405.95)	\$2,594.05	(\$9,000.00)	0.00%
21,000,0000.00.411	WATER/SEWER	\$57,875.00	\$292.00	\$58,167.00	\$0.00	\$39,681.26	\$18,485.74	\$3,980.54	\$14,505.20	24.94%
21,000,0000.00.421	DISPOSAL	\$41,875.00	\$0.00	\$41,875.00	\$0.00	\$34,635.98	\$7,039.02	\$2,957.50	\$4,081.52	9.79%
21,000,0000.00.422	SNOW PLOWING	\$198,100.00	\$0.00	\$198,100.00	\$0.00	\$140,870.50	\$57,229.50	\$57,979.50	(\$750.00)	-0.38%
21,000,0000.00.430	REPAIR/MAINT	\$319,259.36	\$114,395.86	\$433,655.22	\$540.03	\$264,716.37	\$168,938.85	\$121,123.70	\$47,815.15	11.03%
21,000,0000.00.431	STRUCTURAL REPAIRS & MAINTENANCE	\$312,200.00	\$231,152.11	\$543,352.11	\$0.00	\$66,241.33	\$477,110.78	\$240,293.45	\$236,817.33	43.58%
21,000,0000.00.432	ELECTRICAL REPAIRS & MAINTENANCE	\$30,700.00	\$21,393.65	\$52,093.65	\$0.00	\$86,284.16	(\$34,190.51)	\$26,197.04	(\$60,387.56)	-115.92%
21,000,0000.00.433	MECHANICAL REPAIRS & MAINTENANCE	\$39,000.00	\$1,405.00	\$40,405.00	\$0.00	\$13,884.72	\$26,510.28	\$14,194.36	\$12,315.92	30.48%
21,000,0000.00.434	HVAC REPAIRS & MAINTENANCE	\$163,300.00	\$106,463.58	\$269,763.58	\$0.00	\$113,975.86	\$155,787.72	\$90,690.60	\$65,087.12	24.13%

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 5/1/2019 To Date: 5/31/2019

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

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
21.000.0000.00.440	BUILDING RENTAL	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$1,925.00	\$1,575.00	\$1,425.00	\$150.00	4.29%
21.000.0000.00.510	OTHER TRANSPORTATION	\$254,231.04	\$14,695.00	\$268,926.04	\$5,759.50	\$150,997.51	\$117,928.53	\$120,758.57	(\$2,830.04)	-1.05%
21.000.0000.00.519	PUPIL TRANSPORTATION	\$2,263,595.20	\$1,250.00	\$2,264,845.20	\$2,090.00	\$1,820,096.01	\$444,749.19	\$545,353.52	(\$100,604.33)	-4.44%
21.000.0000.00.520	INSURANCE	\$221,668.00	\$0.00	\$221,668.00	\$0.00	\$221,668.00	\$0.00	\$0.00	\$0.00	0.00%
21.000.0000.00.530	Telephone / Web access	\$210,604.00	\$920.20	\$211,524.20	\$949.71	\$239,134.37	(\$27,610.17)	\$87,826.47	(\$115,236.64)	-54.48%
21.000.0000.00.531	Cellular Phones	\$30,000.00	\$0.00	\$30,000.00	\$1,961.87	\$25,192.06	\$4,807.94	\$1,441.00	\$3,366.94	11.22%
21.000.0000.00.532	SAU POSTAGE	\$0.00	\$0.00	\$0.00	\$0.00	\$682.55	(\$662.55)	\$0.00	(\$662.55)	0.00%
21.000.0000.00.534	POSTAGE	\$17,996.00	(\$1,000.00)	\$16,996.00	\$0.00	\$11,126.26	\$5,869.74	\$3,135.59	\$2,734.15	16.09%
21.000.0000.00.540	ADVERTISING	\$15,000.00	\$10,450.00	\$25,450.00	\$0.00	\$17,115.40	\$8,334.60	\$8,598.07	(\$263.47)	-1.04%
21.000.0000.00.550	PRINTING	\$18,500.00	\$0.00	\$18,500.00	\$0.00	\$14,967.92	\$3,532.08	\$168.33	\$3,363.75	18.18%
21.000.0000.00.561	TUITION	\$1,001,295.00	\$86,971.72	\$1,088,266.72	\$0.00	\$790,041.81	\$298,224.91	\$255,421.76	\$42,803.15	3.93%
21.000.0000.00.580	MILEAGE	\$88,560.00	\$300.00	\$88,860.00	\$309.77	\$57,633.55	\$31,226.45	\$17,562.79	\$13,663.66	15.38%
21.000.0000.00.590	MISC PURCH SERV	\$16,700.00	\$0.00	\$16,700.00	\$0.00	\$5,369.89	\$11,330.11	\$3,417.19	\$7,912.92	47.38%
21.000.0000.00.610	GENERAL SUPPLIES	\$796,290.60	\$37,374.31	\$833,664.91	\$292.24	\$463,657.69	\$370,007.22	\$119,498.26	\$250,508.96	30.05%
21.000.0000.00.615	TESTING SUPPLIES	\$9,349.00	(\$25.00)	\$9,324.00	\$0.00	\$5,862.48	\$3,461.52	\$0.00	\$3,461.52	37.12%
21.000.0000.00.622	ELECTRICITY	\$468,405.00	\$0.00	\$468,405.00	\$0.00	\$352,149.97	\$116,255.03	\$47,618.44	\$68,636.59	14.65%
21.000.0000.00.623	BOTTLED GAS	\$12,330.00	\$1,500.00	\$13,830.00	\$0.00	\$22,194.22	(\$8,364.22)	\$569.83	(\$8,934.05)	-64.60%
21.000.0000.00.624	FUEL OIL	\$347,085.00	\$0.00	\$347,085.00	\$0.00	\$319,334.33	\$27,750.67	\$0.00	\$27,750.67	8.00%
21.000.0000.00.640	BOOKS	\$93,081.00	(\$4,043.57)	\$89,037.43	\$5,891.55	\$61,564.15	\$27,473.28	\$20,351.75	\$7,121.53	8.00%
21.000.0000.00.641	PERIODICALS	\$24,374.75	(\$803.25)	\$23,571.50	\$0.00	\$17,126.66	\$6,444.84	\$4,206.77	\$2,238.07	9.49%
21.000.0000.00.649	OTHER INFO SOURCES	\$16,990.00	\$527.68	\$17,517.68	\$0.00	\$1,550.36	\$15,967.32	\$469.11	\$15,498.21	88.47%
21.000.0000.00.650	SOFTWARE SUPPORT	\$312,684.49	\$5,846.50	\$318,530.99	\$0.00	\$284,510.65	\$34,020.34	\$9,295.72	\$24,724.62	7.76%
21.000.0000.00.656	GASOLINE	\$190,300.00	\$5,795.37	\$196,095.37	\$3,413.44	\$152,029.37	\$44,066.00	\$19,297.23	\$24,758.77	12.63%
21.000.0000.00.733	NEW FURNITURE	\$14,718.00	\$32,329.72	\$47,047.72	\$0.00	\$18,620.97	\$28,426.75	\$30,287.45	(\$1,860.70)	-3.95%
21.000.0000.00.734	OTHER EQUIPMENT	\$207,342.00	\$0.00	\$207,342.00	\$0.00	\$82,950.90	\$124,391.10	\$9,614.47	\$114,776.63	55.36%
21.000.0000.00.737	REPL FURNITURE	\$30,970.00	\$6,823.00	\$37,793.00	\$0.00	\$18,713.73	\$19,079.27	\$17,070.43	\$2,008.84	5.32%
21.000.0000.00.738	REPL EQUIPMENT	\$172,603.00	\$1,021.30	\$173,624.30	\$0.00	\$21,469.79	\$152,154.51	\$8,963.68	\$143,190.83	82.47%
21.000.0000.00.739	OTHER EQUIPMENT	\$43,593.50	\$104,621.16	\$148,214.66	\$0.00	\$147,522.91	\$691.75	\$10,892.40	(\$10,200.65)	-6.88%
21.000.0000.00.810	DUES & FEES	\$177,405.00	\$4,789.71	\$182,194.71	\$220.00	\$91,951.77	\$90,242.94	\$31,363.60	\$58,879.34	32.32%
21.000.0000.00.830	DEBT SERVICE INTEREST	\$79,875.00	\$11,722.00	\$91,597.00	\$0.00	\$111,422.52	(\$19,825.52)	\$0.00	(\$19,825.52)	-21.64%
21.000.0000.00.890	MISCELLANEOUS	\$60,490.00	\$5,089.68	\$65,579.68	\$4,459.69	\$55,026.42	\$10,553.26	\$17,486.80	(\$6,933.54)	-10.57%
21.000.0000.00.910	DEBT SERVICE PRINCIPAL	\$360,000.00	(\$5,000.00)	\$355,000.00	\$0.00	\$355,000.00	\$0.00	\$0.00	\$0.00	0.00%
21.000.0000.00.930	TRUSTS/ IC	\$0.00	\$427,316.94	\$427,316.94	\$0.00	\$427,316.94	\$0.00	\$0.00	\$0.00	0.00%
Fund: General Fund - 21		\$45,054,140.73	\$1,408,724.31	\$46,462,865.04	\$35,318.75	\$35,660,838.51	\$10,802,026.53	\$8,773,708.63	\$2,028,317.90	4.37%

Contoocook Valley School District

*Object Report

Fiscal Year: 2018-2019

From Date: 5/1/2019 To Date: 5/31/2019
☐ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range
☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal % Rem
Grand Total:		\$45,054,140.73	\$1,408,724.31	\$46,462,865.04	\$35,318.75	\$35,660,838.51	\$10,802,026.53	\$8,773,708.63	\$2,028,317.90 4.37%

End of Report