

SCHOOL ADMINISTRATIVE UNIT #34

Deering, Hillsboro, Washington, and Windsor

SAU #34 SCHOOL BOARD MEETING

Thursday, May 25, 2022 - 6:00 pm

Hillsboro-Deering High School Media Center

MINUTES

A. CALL TO ORDER—PLEDGE OF ALLEGIANCE @ 6:00pm

Announcement by the Superintendent as to the presence of a quorum, that the meeting has been duly called, and the notice of the meeting have been posted for time and in the manner required by law.

Public announcement that meeting is being recorded and will appear on the SAU #34 website at <https://www.hdsd.org/>

- a. A moment of silence was held.

B. ROLL CALL

A roll call was taken by the secretary with the following results:

Hillsboro-Deering School Board

Christopher Bober - Present

Paul Plater- Present

Heidi Welch- Present

Jess Morris - Present

Michael Kenney - Absent

Washington School Board

Arin Mills- Present

Danielle Moore- Present

Eric Hodges - Present

Tyler Garvin - Present

Laura Botelho -Present (Left @ 6:44pm)

Windsor School Board

Cynthia Stosse- Absent

Karen Turbine - Absent

Susan Robbins - Present (Left @7:28pm)

C. ELECTION OF OFFICERS

- a. Chair

- i. Bober nominates Welch. Mills seconds. Motion passes 6.25- 0 - .75 (Welch abstained)

- ii. VOTE

Hillsboro-Deering School Board

Christopher Bober - Yes

Paul Plater- Yes

	Heidi Welch- Abstained
	Jess Morris - Yes
Washington School Board	Arin Mills- Yes
	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
	Laura Botelho - Yes
Windsor School Board	Susan Robbins - Yes
b. Vice-Chair	
i. Bober moved to nominate Hodges. Plater seconds. 6.40- 0 - .60 (Hodges abstained)	
ii. VOTE	
Hillsboro-Deering School Board	Christopher Bober - Yes
	Paul Plater- Yes
	Heidi Welch- Yes
	Jess Morris - Yes
Washington School Board	Arin Mills- Yes
	Danielle Moore- Yes
	Eric Hodges - Abstained
	Tyler Garvin - Yes
	Laura Botelho - Yes
Windsor School Board	Susan Robbins - Yes
c. Secretary	
i. Hodges Nominates Mills. Bober seconds. Motion passes 6.40- 0 - .60 (Mills abstained)	
ii. VOTE	
Hillsboro-Deering School Board	Christopher Bober - Yes
	Paul Plater- Yes
	Heidi Welch- Yes
	Jess Morris - Yes
Washington School Board	Arin Mills- Abstained
	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
	Laura Botelho - Yes
Windsor School Board	Susan Robbins - Yes
d. Manifest Signatories	

- i. Bober nominates Morris. Mills seconds. Motion passes 6.25- 0 - .75
(Morris abstained)
 - ii. VOTE
- Hillsboro-Deering School Board
 - Christopher Bober - Yes
 - Paul Plater- Yes
 - Heidi Welch- Yes
 - Jess Morris - Abstained
- Washington School Board
 - Arin Mills- Yes
 - Danielle Moore- Yes
 - Eric Hodges - Yes
 - Tyler Garvin - Yes
 - Laura Botelho - Yes
 - Susan Robbins - Yes
- Windsor School Board
- Manifest Signatories
 - iii. Botelho nominates Moore. Garvin seconds. Motion passes 6.40- 0 - .60
(Moore Welch abstained)
 - iv. VOTE
- Hillsboro-Deering School Board
 - Christopher Bober - Yes
 - Paul Plater- Yes
 - Heidi Welch- Yes
 - Jess Morris - Yes
- Washington School Board
 - Arin Mills- Yes
 - Danielle Moore- Abstained
 - Eric Hodges - Yes
 - Tyler Garvin - Yes
 - Laura Botelho - Yes
 - Susan Robbins - Yes
- Windsor School Board
- e. Treasurer
 - i. Morris Nominates May Egner. Bober seconds. Motion passes 7 - 0 - 0
 - ii. VOTE
- Hillsboro-Deering School Board
 - Christopher Bober - Yes
 - Paul Plater- Yes
 - Heidi Welch- Yes
 - Jess Morris - Yes
- Washington School Board
 - Arin Mills- Yes
 - Danielle Moore- Yes
 - Eric Hodges - Yes

Tyler Garvin - Yes
Laura Botelho - Yes
Susan Robbins - Yes

Windsor School Board

- f. Vice-Treasurer
 - i. Tabled

D. RECOGNITIONS

- a. Carol Fogarty
 - i. Has been with the district for 21 years and is retiring.
 - ii. The Board presented Carol with flowers and cake.

E. CORRESPONDENCE

- a. None

F. PUBLIC COMMENT

- a. None

G. NON-PUBLIC SESSION - RSA 91-A:3 II. (a)

- a. Bober moved to enter into a non-public session citing RSA 91-A:3 II (a). Plater seconds. Motion passed 7-0-0 @ 6:21pm
- b. Roll

Hillsboro-Deering School Board

Christopher Bober - Yes
Paul Plater- Yes
Heidi Welch- Yes
Jess Morris - Yes

Washington School Board

Arin Mills- Yes
Danielle Moore- Yes
Eric Hodges - Yes
Tyler Garvin - Yes
Laura Botelho - Yes

Windsor School Board

Susan Robbins - Yes

H. CALL BACK TO ORDER

- a. Welch called the meeting back to order at 6:30pm

I. ACTION FOLLOWING NON-PUBLIC SESSION

- a. None

J. SUPERINTENDENT'S REPORT

- a. Strategic Plan Annual Review
 - i. See attached sheets
- b. Data Governance Update - Neal Richardson
 - i. See attached sheets
- c. 2023-2024 SAU Personnel Appointments and Resignations
 - i. See attached sheet
- d. Financial Report - Grant Geisler
 - i. See attached sheet
- e. Audit Report
 - i. See attached sheets

K. BOARD DISCUSSION

- a. Superintendent Evaluation Process
 - i. This is the first year that we will be using the process that was agreed upon and put into place
 - 1. Superintendent Annual Self-Reflection (Due to Board members by May 15, 2023)
 - 2. Annual review of the strategic plan
 - ii. The SAU #34 Board Chair facilitates this process
 - iii. Each of the three district Boards will have separate meetings to review the superintendent
 - iv. A meeting of the Board Chairs from each district with the Superintendent will occur in July to go over the review and come up with goals for next year.
 - v. Goals will be shared at the SAU #34 meeting in September.
- b. September SAU Board Meeting Date
 - i. The 3rd Thursday in September
 - 1. September 21, 2023 in Washington @ 6:00pm
 - a. Tyler will bring cookies.

L. PUBLIC COMMENT

- a. None

M. ACTION ITEMS

- a. Budget Hearing Minutes - December 14, 2022
 - i. Bober moved to approve the Budget Hearing Minutes - December 14, 2022 as presented. Morris seconds. Motion passed 6-0-0.
 - ii. Roll

Hillsboro-Deering School Board	Christopher Bober - Yes Paul Plater- Yes Heidi Welch- Yes Jess Morris - Yes
Washington School Board	Arin Mills- Yes Danielle Moore- Yes Eric Hodges - Yes Tyler Garvin - Yes
Windsor School Board	None Present

- b. Meeting Minutes - December 14, 2022
 - i. Bober moved to approve the Meeting Minutes - December 14, 2022 as presented. Morris seconds. Motion passed 6-0-0
 - ii. Roll

Hillsboro-Deering School Board	Christopher Bober - Yes Paul Plater- Yes Heidi Welch- Yes Jess Morris - Yes
Washington School Board	Arin Mills- Yes

	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
Windsor School Board	None Present
c. 2023-2024 SAU Personnel Appointments and Resignations	
i. Bober Moved to approve the 2023-2024 SAU Personnel Appointments and Resignations as presented. Mills seconds. Motion passed 6-0-0	
ii. Roll	
Hillsboro-Deering School Board	Christopher Bober - Yes
	Paul Plater- Yes
	Heidi Welch- Yes
	Jess Morris - Yes
Washington School Board	Arin Mills- Yes
	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
Windsor School Board	None Present

N. ADJOURNMENT

a. Hodges Moved to adjourn. Morris seconds. Motion passed 6-0-0 @ 8:58pm	
b. Roll	
Hillsboro-Deering School Board	Christopher Bober - Yes
	Paul Plater- Yes
	Heidi Welch- Yes
	Jess Morris - Yes
Washington School Board	Arin Mills- Yes
	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
Windsor School Board	None Present

Respectfully Submitted,

Megan Fleagle

SAU 34 Strategic Plan Review

Presented to the SAU 34 School Board May 25, 2023

Priority Area: Culture

Staff and students thrive in positive learning and work environments where they feel physically, psychologically, and emotionally safe and connected; supported; reasonably autonomous; and driven by a strong sense of purpose and meaning.

GOAL: SAU 34 will develop and maintain a welcoming environment that supports the tenets of the Portrait of a Graduate, ensuring students, staff, and families feel valued, safe, and supported to foster a responsive and high achieving culture.



Objective 1: SAU 34 will foster an empathetic culture that respects and values all individuals and focuses on a culture of continuous improvement based on the Portrait of a Graduate tenets.

Progress

- Quality, high performing, personally rewarding defined & Annually reviewed across settings and groups (S1), Norms Audits at all levels and frequencies.
- Currently revisiting construction of Culture & Climate Tool (S2)
- Hiring protocols revisited and job descriptions continue to be updated to include Portrait of Graduate (S3)
- Evaluation methods for Administration aligned to Professional Standards for Educational Leaders (S3)
- All building Administrators have participated in Evaluation PD this school year. (S3)

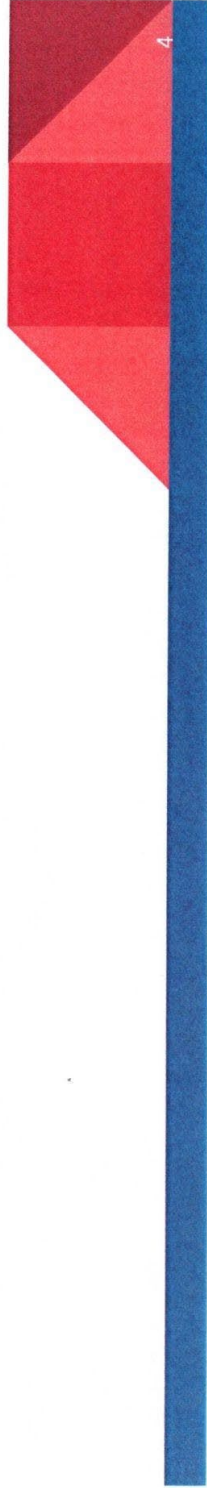


Challenges

- Low response rate on 603 Bright Futures Surveys
- Initiating a lot a once
- Streamlining PD

Plans

- Develop Culture & Climate Tool
- Start Small (and focused), Think Big
- Specify focus and intended outcome
- Streamline Priorities of PD– Student Engagement
 - Data Teams, SLO, Leadership, etc.



Objective 2: SAU 34 will genuinely engage all stakeholders in a collaborative culture of learning and continuous improvement.

Progress

- This is an area of improvement and targeted work for the remainder of this strategic plan and in the construction of the new plan
 - Washington Elementary School, Morning Meeting, 4 family visit days in Early Learning
 - H-D High School parent survey to establish advisory group
 - Increased methods of communication and regularity of communication out to families.
- Increased number at family engagement events
 - ES FEAN, WES different event times
- Return of music concerts in all buildings = great attendance
 - Well attended open houses, HS looking to change model to open up more slots
- Differing degree of events held across the districts:
 - Junk to Funk, Research Project
 - College and Career Fair, Student Services in Counseling Center i.e. FAFSA, Scholarships
 - ELO exhibits

Challenges

- Have not defined or operationalized meaningful, effective community engagement
- Finding effective methods of joining with families

Plans

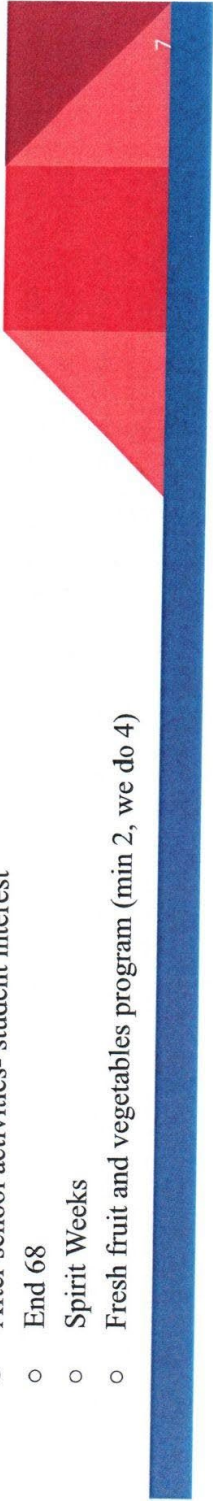
- Define and operationalize meaningful, effective community engagement
- Finding effective methods of joining with families
 - Engagement = Professional Development



Objective 3: SAU 34 will promote a culture of health and wellness for all members of the school community.

Progress

- Staff: staff buildings implemented Health Initiatives through nurses, at staff meetings, maximizing district planned activities, personalizing our work (S1).
- MTSS-B, MHT, Wellness Committee
 - Updated suicide risk assessment, increase allergy awareness,
- Students:
 - WES health class, LEAD- 5th graders
 - WES- maximizing outdoors
 - Washington District VAN!
 - After school activities- student interest
 - End 68
 - Spirit Weeks
 - Fresh fruit and vegetables program (min 2, we do 4)
- Student input into clubs & activities (S2)
- Sports practice times adjusted to accommodate club participation (S2)
- WES continues to work on collaboration with Kid Adventures (S2)

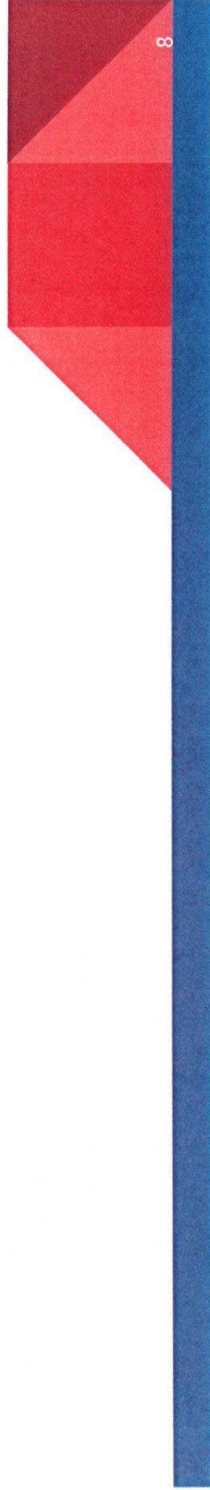


Challenges

- Low response rates of surveys
- Shortage of leaders to run programs
- Transportation for students

Plans

- Find methods to increase response rates
- Bring back rituals to staff meetings and continue to look at variety of ways to attend to staff wellness
- Regular reviews built into District Leadership Team Schedule
 - Have regular schedule for surveys to help with anticipation & response rate
 - Survey teachers each year
- Conduct comparative study of current structures and best practices



Objective 4: SAU 34 will research and implement practices and identify resources that promote positive student behavior.

Progress

- Each building from WES to HDHS has:
 - Regularly schedule Tier I team meetings
 - Multidisciplinary Tier I Teams (S1)
 - Hillsboro Deering buildings each have a behavior interventionist (S3, S2)
 - HDHS Zone
 - HDMS Den
 - HDES SSC
 - Tier I Schoolwide behavior expectation focus of ES and MS, HS (S1, S2)
 - Specific data team work at MS to address decrease in disruptive, defiant, & disrespectful behaviors.
 - Each building has Advisory-like structure for students (S3)
- Evidence based skill develop program based programs used at all four buildings for advisory and/or school counseling lessons (S1, S2)
 - WES updated Family Handbook
 - At all three HD buildings all have trainer in Safety Care (de-escalation) (S1)
 - Collaborative Problem Solving Model initial training completed (S1)
 - Increase Mental Health First Aid (S1)
 - HD schools have student leadership groups (S2)

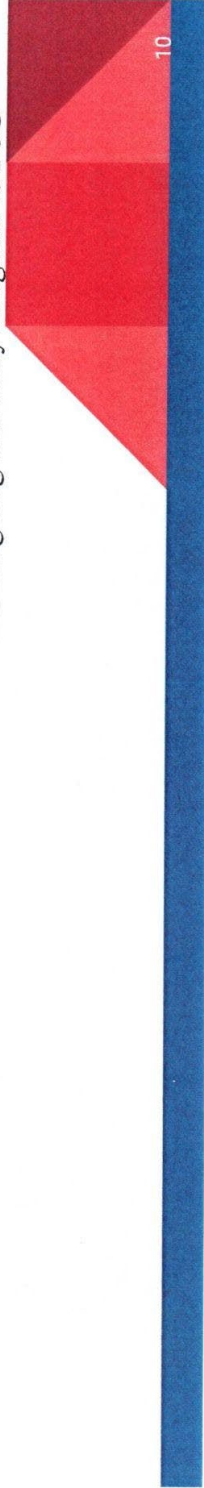


Challenges

- Tier I data collection systems in different levels of implementation
- Planning School Wide training
- Full HS completing Collective Efficacy Leadership Course
- Maximizing student input

Plans

- Continue to provide opportunities for student leadership development
- Tier I data collection to drive school wide goals
- Continue to build capacity for in district trainings and professional development opportunities related to meeting students where they are with what they need.
- HS Aligning Advisory Program to PoG



Objective 5: SAU 34 will develop and implement an embedded professional development program that will include strategies and supports for fostering a positive and empathetic culture that prioritizes relationship building, responsiveness and continuous improvement by June 2022.

Progress

- Focus on Executive Skills trainings
- Summer PD teams planned for Advisory and Student Leadership
- Professional Development Committee decided focus of Student Engagement
- Regular intervals of data share related to SSC, Den, & Zone
 - Processes to utilize this support
- Behavior Interventionists baseline trainings, build capacity within

Challenges

- Time to share, process and plan
- Lots of needs and how to focus in

Plans

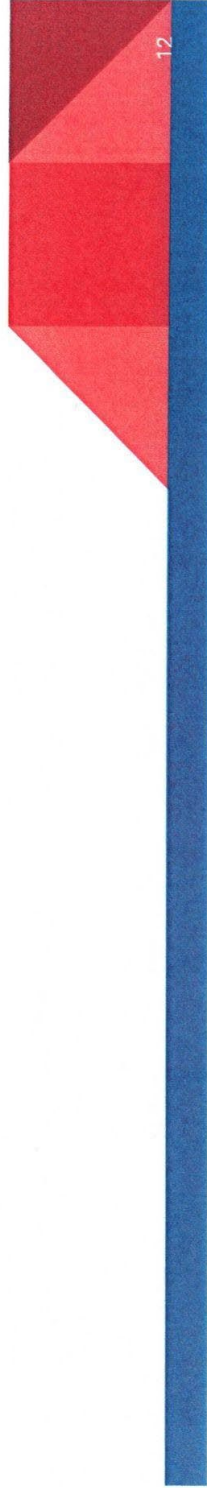
- Continue to Align PD
- Year long PD plan to maximize time and reach all parties
- Return to opportunities to develop and include PD designed from HD/WES.



Priority Area: Learning Environments

Few investments serve as such high-profile demonstrations of how we value the education of our students as the facilities we use. The facilities in which we spend our time together provide the daily cues and clues that affect the learning and work cultures for students and staff, respectively.

GOAL: SAU 34 will provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities



Objective 1: SAU 34 will provide and maintain facilities that support a high quality future focused teaching and learning environment that allows multiple educational opportunities.

Progress

- Achieved 100% wireless infrastructure
- Established HD Chromebook replacement - 3 gr/yr
- Transitioning to new student info system (SIS)
- Purchased Washington passenger van
- Purchased HD Library Limo
- Completed WES playground renovation
- Completed HDES courtyard, HVAC, roof replacement and LED lighting projects
- Completed HD paving projects
- Installed more viewboards: HDHS (15); WES (art)
- Obtained grant funds for HDMS viewboards (27)

Challenges

- Supply chain shortages and delays
- SIS data cleanup for import
- WES outside space is limited
- One more viewboard needed for WES
- Capital maintenance requirements growing at all schools
- Funding constraints
 - Not able to repurpose HDMS bond budget
 - ESSER funds fully budgeted

Plans

- Continue to evaluate and reorganize our Facilities Capital Maintenance Plans
- Continue to monitor large grant opportunities for capital maintenance/improvements
- Continue collaboration between the MS and the HS for educational opportunities
- Develop and expand current facilities to support future focused learning
- Plan for HS Alternative Program relocation to the HDSD campus
- When planning physical spaces continue to consider appropriateness for use and learning
- Evaluate feasibility and/or expansion of Farm-to-School and Food Waste Reduction (composting) programs
- Establish infrastructure replacement cycle (firewall & switches)



Future Challenges

- Obtaining funds significant enough to address capital maintenance and technology infrastructure needs
- Overcoming the increase in material costs and continued supply chain issues
- Planning ahead and being committed to ensure facility improvements
- Creating facilities space for future growth
- Managing aging building infrastructure:
 - HDHS HVAC needs (including control systems, boilers and AC on 2nd floor & office)
 - HDMS control systems now 20 years old
 - HDES is going on 100 years old – several needs
 - Replacement intercoms at all HD schools
 - Capital plan items in HD and WES

Priority Area: Student Success

Every student deserves an exceptional education, one grounded in purposes larger than themselves, regular and meaningful opportunities for self-determination, feedback about the increasing difference they are making in matters important to them, and growing relationships.

GOAL: SAU 34 will provide high quality educational opportunities for all students that foster the acquisition of critical academic skills, embedding the tenets identified in the Portrait of a Graduate (adaptive perseverance, responsibility, learner’s mindset, global citizenship, communication, critical thinking, and collaboration), meeting the expectations for success in post-secondary education and the workplace.



Objective 1: SAU 34 will develop and implement curriculum frameworks that integrate all content standards including career and technical education with Portrait of a Graduate tenets throughout PK-12 as evidenced by the development and completion of the same by 2025.

Progress

- Curriculum Committee with K-12 representation created a template for integrated learning framework, completed a Scope and Sequence for the Portrait of a Graduate and integrated the framework into the template
- Curriculum committee presented website and template to full SAU
- HDES has 5th grade leadership group and afterschool clubs
- WES has a full school meeting structure, PLACE Based learning being added to the curriculum website
- HS host ELO fair to grow ELO opportunities, IMPACCT to include pre vocational and vocational skills and internships
- HS - student voice is restructuring to add representation from each advisory with the goal of increasing the advisory leadership role

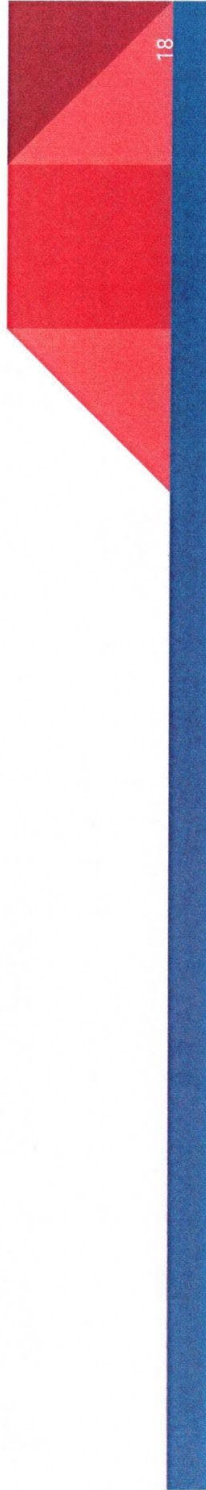
Challenges

- Time to create and format curriculum website
- Curriculum committee presentation delayed due to weather
- Opportunities for staff to complete templates for curriculum units to be imported into website
- Finding a club coordinator at HDES



Plans

- H-DES examine clubs and how to include student voice in offerings
- WES will continue to explore structures to obtain student feedback
- HS - Work will take place this summer to align the work students will be doing in advisory to the Portrait of a Graduate
- Curriculum committee will host work sessions for staff to complete templates to be added to the website at the end of June
- MS- Exploring different structures for their advisory, potentially having specific days of the week designated for certain subjects such as SEL or academics
- The work happening during advisory periods will be part of the curriculum website



Objective 2: SAU 34 will develop and implement an equitable and balanced assessment program that supports and informs instructional practices to ensure progress toward student proficiency of the integrated curriculum frameworks, by 2025.

Progress

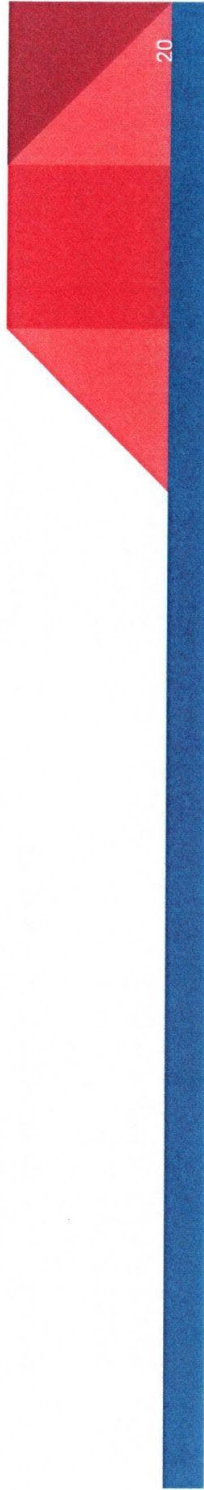
- K-12 team attended three day Intentional Assessment Design workshop
- District Data team met for two days during the summer to create building level goals
- Building level data teams meet regularly to interpret data and plan RTI and assess progress towards goals
- MS using NHSAS modulars regularly to assess student progress, working with WestEd to assess DoK (Depth of Knowledge) in each content area and learn how to increase the DoK in each lesson, instructional coaching sessions aligned with DoK goals
- HS assessment teams administer standardized assessments to all students, moving to use IXL with all students for both math and ELA

Challenges

- Time to explore and/or develop portfolio-based local assessments for reading, writing, and math
- Finding appropriate assessments for lower grades
- Using data from modulars to guide instruction.
- Implementing feedback from coaching observations
- Staffing available to explore NH Performance Learning and Assessment Consortium for Educators (NH PLACE)
- Getting the data teams in each building on a consistent 30 schedule aligned with assessments

PLANS

- Data teams will continue to analyze data and implement supports to students based on data. June dates set to plan for next year.
- Data team goals will be aligned with district focus on student achievement and engagement
- HS task force charged with data analysis, assessment, advisory- Eventually NEASC
- HS exploring the development of school wide competencies for specific academic skills and understanding
- HS exploring best practices in competency recovery
- HS will continue to develop and expand opportunities for ELOs



Objective 3: SAU 34 will evaluate current programming and develop additional educational opportunities outside the traditional classroom setting.

Progress

- WES and HDES - Kroka days in the fall
- WES & HDES Spring Kroka at Camp Morgan
- WES & HDES revitalizing school garden and exploring composting
- HDES use outdoor learning areas including new outdoor learning spaces at the entrance to HDES
- MS continue to give grade levels opportunities for experiential learning and use the cross country course and North Trail
- MS Quest Day April 14th
- MS College and Career Day March 31
- HS ELO opportunities will continue to be an authentic self-designed opportunity for learning outside of the traditional classroom.

Challenges

- Teacher professional development on using project-, inquiry-, and place-based education
- Paying for a school garden coordinator
- MS limited outdoor classroom space
- HS/MS funding for a ropes course coordinator
- Finding times in the school calendar for implementing opportunities.

PLANS

- WES using outdoor space for outdoor education such as gardens, conservation
- WES van to be used for small field trips, collaborative work between WES & HDES, college visits, team events (robotics)
- Finding/creating curriculum that integrates inquiry-, project-, and place-based education
- HDES exploring partnerships with Harris Center for outdoor education programs
- MS create outdoor classroom space
- MS continuing to grow career day - opportunity for students to learn about different career opportunities
- HS Establish a Challenge Course coordinator position to lead course maintenance, annual training, and use protocols
- HS utilizing DJ for outside of classroom experiences

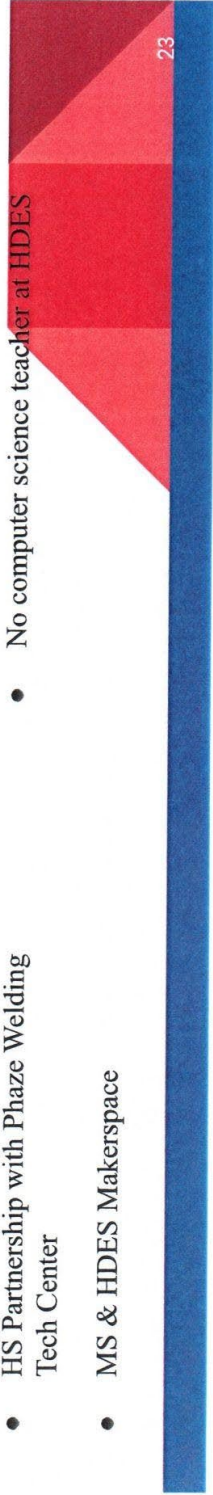
Objective 4: Examine, develop, and implement career and technical education experiences for all students, grades 6-12.

Progress

- MS College and Career day
- MS and HS offering joint classes such as woodworking, cooking and transportation technology
- HS teacher representative attended NH Summit on Career Pathways
- Exploring additional Industry Recognized Credentials to offer
- HS Partnership with Phaze Welding Tech Center
- MS & HDES Makerspace

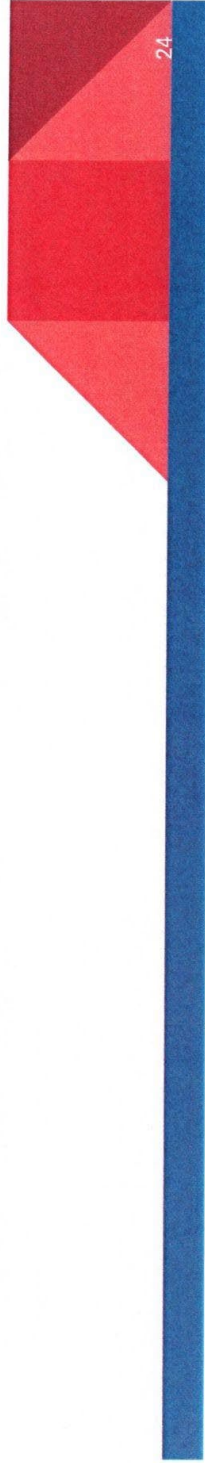
Challenges

- Other competing elective options for high school students
- Scheduling constraints for both middle and high school students
- Time and substitutes to allow for staff to visit other facilities
- Funding and space to provide more opportunities for students.
- No computer science teacher at HDES



Plans

- Continue to share resource between MS and HS.
- Look to include HDES - opportunities for HS students
- MS visit post-secondary institutions
- Revisit past programs such as job shadowing, apprenticeship, expand ELOs
- HS night school-Exploring HiSET opportunities at HDHS
- Use ESSER funds to start a greenhouse to be accessed by HDES, HDMS, and HDHS



Objective 5: SAU 34 will develop and implement an embedded professional development program annually that will include instructional strategies and supports for delivering equitable access to the integrated curriculum frameworks informed by the balanced assessment program.

Progress

- PD committee surveyed staff. Collected information as to what offerings are needed and what format people prefer resulting in PD focus based on feedback from staff survey
- MS formed a partnership with WestEd with a focus on peer observations, administration observations and feedback and instructional practices within the classroom
- H-DES continued partnership with WestEd for peer observation and a focus on RTI instruction
- HS team leaders beginning peer observations within departments
- District leadership team participated in peer observations

Challenges

- Not all staff available to meet after school
- Same staff willing to work on many committees
- Subs/coverage for classrooms
- Building confidence and healthy relationship with peers to have peers provide feedback

PLANS

- HDES and HDMS continuing to use iReady data to inform RTI instructional groups
- HS is examining the use of RtI for skill development and rather than task completion during prep period
- District Data team will continue to work on identifying specific goals for each building and meeting regularly to assess progress
- District PD focus on student achievement, engagement and motivation. Connect data team goals along these themes. Exploring the use of professional release time and early release days to include more staff in committees, PD and collaborative work
- Leadership will focus on quality observation, evaluation and feedback with coaching and professional development from WestEd
- District Data Teams meeting
 - June 20-21
- Professional development for opening week
 - New Educators Aug 16,17
 - All staff Aug 21, 22, 23
 - First day for students Aug 28th

Translating Strategic Priority Areas to Goals & Objectives

Priority Area:

Student Success: Every student deserves an exceptional education—one grounded in purposes larger than themselves, regular and meaningful opportunities for self-determination, feedback about the increasing difference they are making in matters important to them, and growing relationships.

Goal : SAU 34 will provide high quality educational opportunities for all students that foster the acquisition of critical academic skills, embedding the tenets identified in the Portrait of a Graduate (adaptive perseverance, responsibility, learner’s mindset, global citizenship, communication, critical thinking and collaboration), meeting the expectations for success in post-secondary education and the workplace.

Objective 1 : SAU 34 will develop and implement curriculum frameworks that integrate all content standards including career and technical education with Portrait of a Graduate tenets throughout PreK-12 as evidenced by the development and completion of the same by 2025.

Strategies	Person Responsible	Timeline	Indicators of Success
1) Establish a curriculum committee with the charge, timeline, and resources to develop the integrated learning framework and the expectations for its use in teaching and learning.	Director of Curriculum, Instruction & Assessment and Building Principals	2020-2021	Create a template 6/30/2021 and establish a framework that can be utilized across grade levels and content areas 6/30/2025
2) Research and review how other districts have developed and implemented an integrated learning framework.	Director of Curriculum, Instruction & Assessment and Building Principals	2020-2021	Create a template 6/30/2021 and establish a framework that can be utilized across grade levels and content areas 6/30/2025
3) Develop Elementary, Middle, and High School Student Advisory Committees to amplify student voice and choice, help inform SAU 34 programming for their academic, career and technical education, and post-K-12 life, and to build student engagement in their learning (ongoing)	*Building Principals Leadership Team	Annually April	Annual written report/presentation to the Leadership Team

Objective 2: SAU 34 will develop and implement an equitable and balanced assessment program that supports and informs instructional practices to ensure progress towards student proficiency of the integrated curriculum frameworks, by 2025.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Engage in professional development opportunities related to performance assessment.	*Director of Curriculum, Instruction & Assessment and Building Principals	2021	Staff will engage in professional development regarding performance assessments and implement performance strategies in the classroom as evidenced by data collection.
2) Charge a lead teacher team with learning about and reporting back to leadership about the student benefits and challenges of project-based learning.	*Building Principals	Beginning 2021-2022 and ongoing	Report out to the leadership team with recommendations for next steps.
3) Establish a preK-12 representative committee with the charge, timeline, and resources to develop and implement a comprehensive assessment plan, based on the work of the 2020-2021 Curriculum Committee.	*Director of Curriculum, Instruction & Assessment and Building Principals	2022-2023	Create a template 2022-2023 and establish assessment plans that support the curriculum frameworks 2025
Objective 3: SAU 34 will evaluate current programming and develop additional educational opportunities outside the traditional classroom setting.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Building Principals will form recommendations for leadership to consider and implement regarding student learning pursuits outside of the traditional classroom.	*Building Principals	2021-2023	Recommendations for implementation are made to the leadership team and next steps are agreed upon.

<p>2) A review of the opportunities and challenges that exist throughout the k-12 experience for educational opportunities outside the traditional classroom at all grade levels. And make recommendations to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom.</p>	<p>*Building Principals</p>	<p>Review and Plan Annually April H-DES to begin the process 22-23</p> <p>Full implementation 2025</p>	<p>Annually review and make a plan to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom.</p> <p>2025 Opportunities outside the traditional classroom will be implemented at all grade levels</p>
<p>Objective 4: Examine, develop and implement career and technical education experiences for all students, grades 6-12.</p>			
<p>Strategies</p>			
<p>1) Research and explore the latest developments and insights about career and technical education.</p>	<p>Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals</p>	<p>December 2020</p>	<p>Indicators of Success</p> <p>Report out to the Leadership Team with recommendations for next steps toward the expansion and implementation of career and technical education opportunities.</p>
<p>2) Visit successful career and technical education programming.</p>	<p>Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals</p>	<p>December 2020</p>	<p>Report out on the observed successes and challenges and make recommendations for next steps.</p>
<p>3) Educate both the school and larger communities regarding the benefits, characteristics, and challenges of career and technical education programming.</p>	<p>Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals</p>	<p>Beginning in March of 2021 and ongoing</p>	<ul style="list-style-type: none"> • Methods for stakeholder input and feedback • Regularly reports out to the leadership team • Adapts and adjusts to the needs of school community
<p>4) Create the necessary physical and structural resources to support career and technical programming at the</p>	<p>Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School</p>	<p>Beginning in the fall of 2022</p>	<ul style="list-style-type: none"> • Implementation of career and technical programming at the middle and high school

middle school and high school.	Principals	levels.
<p>Objective 5: SAU 34 will develop and implement an embedded professional development program annually that will include instructional strategies and supports for delivering equitable access to the integrated curriculum frameworks informed by the balanced assessment program.</p>		
Strategies	Person Responsible	Timeline
<p>1) Empower the professional development committee with the charge, timeline, and resources to develop and implement a professional development program aligned with the priorities and pacing of the strategic plan.</p>	<p>Director of Curriculum, Instruction & Assessment</p>	<p>Annually</p>
<p>2) Gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement.</p>	<p>Director of Curriculum, Instruction & Assessment and Building Principals</p>	<p>On-going</p>
<p>3) Expand the use of peer observation and opportunities for reflective practice to promote the development of classroom practices that engage and support learning for all students.</p>	<p>Director of Curriculum, Instruction & Assessment and Building Principals</p>	<p>Peer observations begin Fall 2020 Structure established in each building by January 2021 Fall of 2022 all participate Show evidence 2023</p>
<p>Indicators of Success</p> <ul style="list-style-type: none"> • Methods for stakeholder input and feedback • Regularly reports out to the leadership team • Adapts and adjusts to the needs of school community • Resources are consistently allocated to support the professional development program 		<ul style="list-style-type: none"> • Methods for stakeholder input and feedback • Regularly review feedback and recommend updates and improvements
<ul style="list-style-type: none"> • Develop and implement a structure that provides peer observation opportunities to all educators • All educators participate in a minimum one peer observation cycle per year • Educators will show evidence of reflective practice through continual improvement in their instruction 		

Priority Area:

Culture: Staff and students thrive in positive learning and work environments where they feel physically, psychologically, and emotionally safe and connected; supported; reasonably autonomous; and driven by a strong sense of purpose and meaning.

Goal: SAU 34 will develop and maintain a welcoming environment that supports the tenets of the Portrait of a Graduate, ensuring students, staff and families feel valued, safe and supported to foster a responsive and high achieving culture.

Objective 1: SAU will foster an empathetic culture that respects and values all individuals and focuses on a culture of continuous improvement based on the Portrait of a Graduate tenets.	
Strategies	Person Responsible
1) Research and explore the characteristics of a quality, high performing, and personally rewarding culture and its implications for leadership and all organizational members.	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals
2) A team comprised of representation from across the SAU will research methods and develop tools to systematically collect regular evidence of culture and climate and analyze the results to determine action steps.	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals
3) A team comprised of representation from across the SAU will determine what it means for SAU leaders and staff to embody the tenets	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals
	Timeline
	December 2020
	Research complete by December 2020 Tool developed by February Initial recommendations made by May On-going cycle
	Indicators of Success
	Report out to the Leadership Team with recommendations for next steps
	<ul style="list-style-type: none"> Implementation of the measurement tools and analysis of results with recommendations made to the Leadership Team for next steps. Annually review and revise measurement tools At a minimum annually review of results and make recommendations for the following year and beyond
	Recruiting and Hiring Protocols by March 2021 Review and revision of all job descriptions complete by 2025
	<ul style="list-style-type: none"> Develop and implement recruiting and hiring protocols and procedures aligned with the Portrait of a

<p>of the Portrait of a Graduate and its organizational implications.</p>		<p>Review and revision of evaluation protocols and procedures by 2023</p>	<p>Graduate</p> <ul style="list-style-type: none"> Review and revise all job descriptions across the SAU to reflect the tenets of the Portrait of a Graduate Review and revise evaluation protocols and procedures to reflect the tenets of the Portrait of Graduate
<p>Objective 2: SAU 34 will genuinely engage all stakeholders in a collaborative culture of learning and continuous improvement.</p>			
<p>Strategies</p>			
<p>1) A team comprised of representation from across the SAU will clearly define meaningful and effective community engagement and develop a prioritized set of practices and programs for implementation.</p>	<p>SAU and Building Leadership</p>	<p>Definition and recommendations May 2021 Action Plan Developed Summer 2021 Implementation begins August 2021</p>	<p>Indicators of Success</p> <ul style="list-style-type: none"> Clear definition of meaningful and effective community involvement Make recommendations for next steps to leadership team Develop an action plan that defines the responsibilities at each grade span and for the district as a whole Implement the plan
<p>2) A team composed of representation from across the SAU will research and develop recommendations for community advisory groups designed to create mutually beneficial school and community based experiences..</p>	<p>SAU and Building Leadership</p>	<p>Recommendations May 2021 Implementation begins Summer 2021 Implementation complete January 2022</p>	<ul style="list-style-type: none"> Recommendations for implementation of community advisory groups for the SAU and each school are made to the leadership team and next steps are agreed upon. Recommendations will include the membership and charge of each advisory group.

<p>3) A team comprised of representation from across the SAU will research and develop recommendations to actively pursue parent participation in the PreK-12 school experience, emphasizing meaningful involvement all the way through secondary school.</p>	<p>SAU and Building Leadership</p>	<p>Recommendations May 2021 Action Plan Developed Summer 2021 Implementation begins August 2021</p>	<ul style="list-style-type: none"> • Implement community advisory groups. • Make recommendations for next steps to leadership team • Develop an action plan that defines the responsibilities at each grade span and for the district as a whole • Implement the plan
<p>Objective 3: SAU will promote a culture of health and wellness for all members of the school community</p>			
<p>Strategies</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Indicators of Success</p>
<p>1) A team comprised of representation from across the SAU will research and recommend strategies to support staff and student well-being that embed the Portrait tenets.</p>	<p>Director of Student Support Services and Principals</p>	<p>Spring, beginning 2021</p>	<p>Annual recommendations for next steps made to the SAU leadership.</p>
<p>2) Compare existing extra-curricular offerings with an inventory of current students interests, identify gaps, and recommend actions to ensure maximum student engagement.</p>	<p>Director of Student Support Services and Principals</p>	<p>Annual review of after school offerings each Spring Triannual review of CBA tied offerings.</p>	<p>Regularly recommend extra-curricular programming revisions to the leadership team.</p>
<p>3) A team comprised of representation from across the SAU will conduct a comparative study of current school structures and best practices relative to health and wellness for all members of the school community.</p>	<p>Director of Student Support Services and Principals</p>	<p>Annual recommendations in April</p>	<ul style="list-style-type: none"> • Make recommendations for next steps to leadership team • Develop an action plan • Implement the plan

Objective 4: SAU will research and implement practices and identify resources that promote positive student behavior.

Strategies	Person Responsible	Timeline	Indicators of Success
<p>1) Teacher and administrative leadership will research and recommend the design of a multi-tiered system of support that reduces negative behavior and fosters a positive school climate and culture and develop professional development designed to meet the specific needs of all staff.</p>	<p>Director of Student Support Services and Principals</p>	<p>Professional development - immediate and on-going Development complete - Summer 2021 Full implementation by August 2022</p>	<ul style="list-style-type: none"> • Staff will engage in professional development regarding the multi-tiered system of supports. • Develop a multi-tiered system of supports that meets the specific needs of the school community • Implement a multi-tiered system of supports that reduces school violence, bullying, behavior problems, suspensions, substance abuse and punitive/exclusionary discipline practices and implement it as evidenced by data collection.
<p>2) Implement strategies that involve students in supporting the behavioral environment of their peers and include student voice and choice over their daily lives so they contribute to the positive behavior, climate and culture of their schools.</p>	<p>Director of Student Support Services and Principals</p>	<p>Structure in place at each school WES by the end of 21-22 H-DES 22-23 H-DMS by the end of 21-22 H-DHS in place Substantial Improvement WES 22-23 school year H-DES 23-24 H-DMS 22-23 school year H-DHS 20-21 school year</p>	<ul style="list-style-type: none"> • A structure is in place in each school that involves student voice and choice. • Substantially improve the engagement of school, families, and youth in decision-making at the policy, practice and individual levels as evidenced by data


<p>3) Provide the tools staff need to implement effective supports for students in light of the increasing mental health needs and instances of trauma.</p>	<p>Director of Student Support Services and Principals</p>	<p>Training is immediate and on-going Reduced need by 2025</p>	<p>collection. <ul style="list-style-type: none"> Reduce the need for intensive treatment, out-of-home placement, hospitalization, or incarceration of children and youth as evidenced by data collection. </p>
<p>Objective 5: SAU 34 will develop and implement an embedded professional development program that will include strategies and supports for fostering a positive and empathetic culture that prioritizes relationship building, responsiveness and continuous improvement by June 2022.</p>			
<p>Strategies</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Indicators of Success</p>
<p>1) Each school leadership team will review the opportunities and resources for embedded professional development in their building and cross reference them with their needs.</p>	<p>Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals</p>	<p>Annually in January</p>	<p>Principals will annually present their findings to the district leadership team, which will determine next steps.</p>
<p>2) The district leadership will conduct an annual review of the format and structure of professional development.</p>	<p>Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals</p>	<p>Current and on-going with annual review in January</p>	<p>The district leadership will review and revise the format and structure of professional development opportunities for the following year.</p>
<p>3) A team comprised of representation from across the SAU will gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement.</p>	<p>Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals</p>	<p>On-going</p>	<ul style="list-style-type: none"> Methods for stakeholder input and feedback Regularly review feedback and recommend updates and improvements

Priority Area:

Learning Environments: Few investments serve as such high-profile demonstrations of how we value the education of our students as the facilities we use. The facilities in which we spend our time together provide daily cues and clues that affect the learning and work cultures for students and staff, respectively.

Goal: SAU 34 will provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities.


Strategies	Person Responsible	Timeline	Indicators of Success
1) The district leadership team will establish the environmental characteristics that support future focused, meaningful, relevant, and practical learning experiences that impact SAU learning environments	SAU Administrators Building Principals Facilities Director Technology Director	Annual update January	Document annual progress toward long range facilities plans using cost and timeline as measures
2) The District Leadership Team will monitor the state of school facilities relative to their present capacity to support future focused learning environments.	*Principals Facilities Director Technology Director	Annual update January	Annual Report to SAU Board at the spring meeting that outlines recommendations for next steps.
3) Members of the district leadership team will visit school organizations known for future focused facilities to learn how preK-12 is evolving its infrastructure to better support deeper and more meaningful learning experiences for all students	*Superintendent Members of the Leadership Team	Annually, beginning no later than October/November	<ul style="list-style-type: none"> • Develop and implement District Visitation Checklist • Information and recommendations for next steps presented to appropriate school boards annually



**SAU 34
Annual Data
Governance Review
2022-2023**

Director of Technology
Neal Richardson: CISSP, CISM, CDPSE, GCCC, GCI, GCIH, GMOB, GSEC

Hardware and Software



- 261 Unique Software Titles
- 386 PC's and Servers
- 1,254 Chromebooks
- 1,423 Google Apps & Extensions
- 1,472 User Accounts

EDR, MFA, Content Filtering



- Endpoint Detection and Response (anti-virus)
- Multi Factor Authentication
- DNS and Content Filtering
- Vulnerability Mitigation

Firewall, IDS, Anomaly detection



- Next Generation Firewall
- Intrusion Detection System
- Intrusion Prevention System
- User Behavior Analytics

Process, Notification, Automation

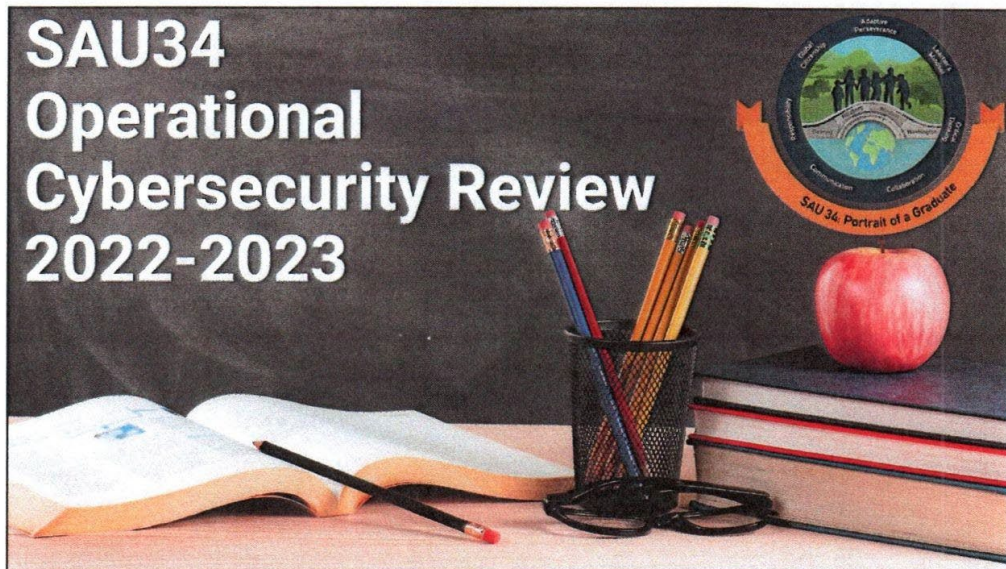
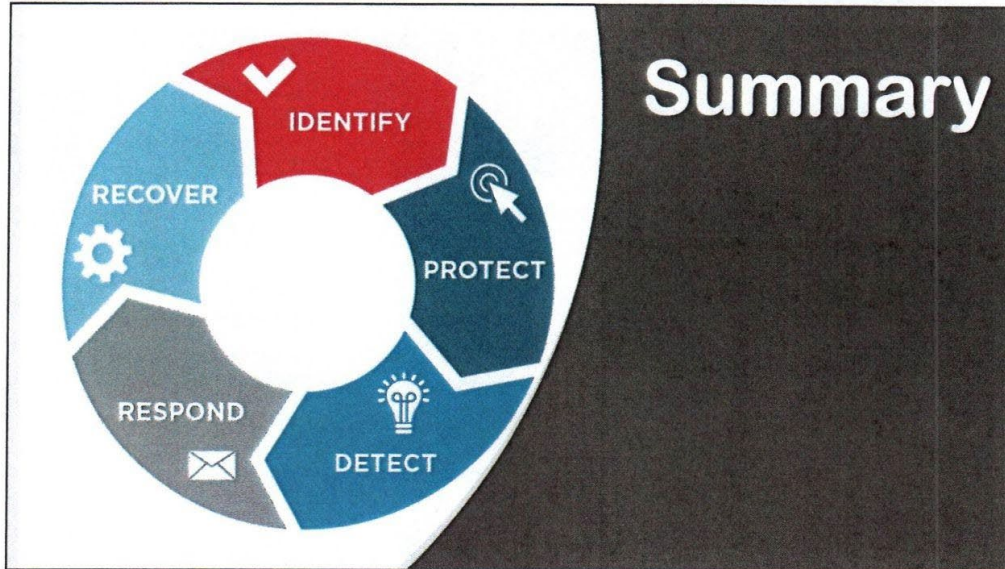


- Incident Response Plan
- Incident Runbooks
- Stakeholder Notifications
- Automatic Response Activity's

Business Continuity, Restoration of Services



- Disaster Recovery Plan
- Business Continuity Plan
- Verified Backups
- After Action Review



Top Attacking Countries

Russia

China

North Korea

Iran

United States

Web Browsing Risks

Malware Blocked: 455

Phishing Blocked: 207

**E-mail Account
Compromises:**

22

**Unauthorized Application
Installation attempts:**

9

Logins from Outside of the United States

5

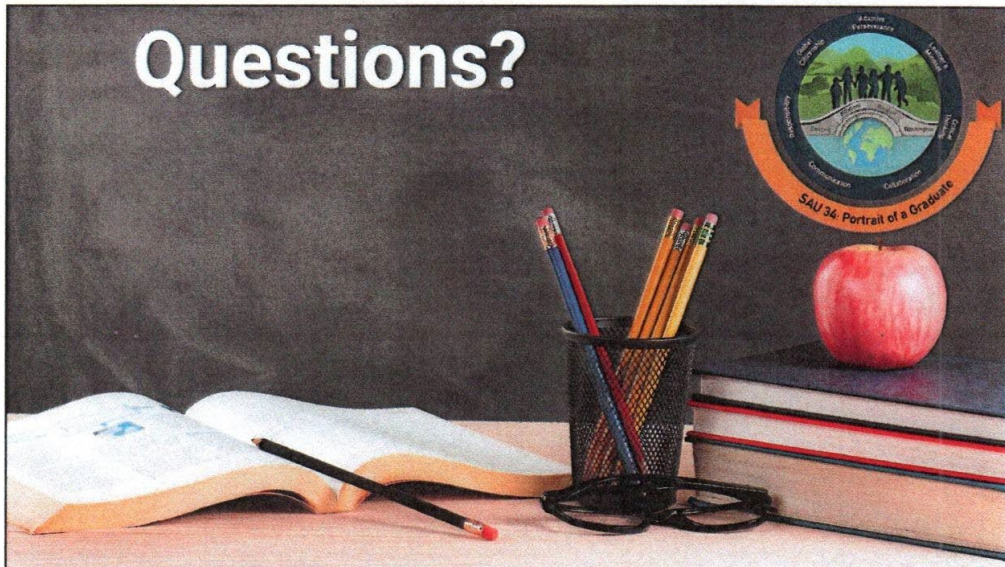
3rd-Party Breaches



Approved Resources With a Data Privacy Agreement State Wide

10,647

Questions?





Roberts & Greene, PLLC

April 7, 2023

Members of the School Administrative Unit Board
School Administrative Unit No. 34
78 School Street
Hillsborough, NH 03244

We have audited the financial statements of the governmental activities and major fund of the School Administrative Unit No. 34 as of and for the year ended June 30, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 2, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School Administrative Unit No. 34 are described in Note I to the financial statements. We noted no transactions entered into by the School Administrative Unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the School Administrative Unit's financial statements were:

Management's estimate of the useful lives of capital assets, which is based on the historical usage rate of similar asset types, as well as industry standards. We evaluated the key factors and assumptions used to develop the useful lives of capital assets in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's reliance on actuarial estimates of the net pension liability, other postemployment benefits liability, and related deferred inflows and outflows of resources was based on assumptions of future events, such as employment, mortality, and estimates of the value of reported amounts. We evaluated key factors and assumptions used to develop the net pension and OPEB liabilities and deferred inflows and outflows of resources in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

PO Box 463 • Keene, NH 03431
(603) 856-8005
info@roberts-greene.com

Management Representations

We have requested certain representations from management that are included in the management representation letter dated February 24, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School Administrative Unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School Administrative Unit No. 34's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the management's discussion and analysis, pension and OPEB schedules, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the individual general fund schedules, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of the school administrative unit board and management of the School Administrative Unit No. 34 and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

Roberts & Acem, PLLC

FINANCIAL SUMMARY REPORT

Fiscal Year: 2022-2023

SCHOOL ADMINISTRATIVE UNIT #34

From Date: 4/1/2023 To Date: 4/30/2023

Print accounts with zero balance 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
10.00000.2320.100	SUPERINTENDENT SALARY	\$144,198.00		\$144,198.00	\$9,481.48	\$104,296.28	\$39,901.72	\$23,703.72	\$16,198.00	11.23%
10.00000.2320.102	BUSINESS ADMINISTRATOR	\$112,200.00		\$112,200.00	\$8,518.52	\$93,703.72	\$18,486.28	\$21,296.28	(\$2,800.00)	-2.50%
10.00000.2320.103	ADMINISTRATIVE STAFF	\$166,954.95		\$166,954.95	\$12,723.10	\$135,807.23	\$31,147.72	\$28,425.28	\$2,722.44	-1.63%
10.00000.2320.104	DIR OF CURRICULUM, INSTR & ASSESS	\$101,440.02		\$101,440.02	\$7,185.18	\$79,036.98	\$22,403.04	\$17,963.02	\$4,440.02	-4.38%
10.00000.2320.106	BOOKKEEPERS	\$110,981.79		\$110,981.79	\$9,590.40	\$96,749.27	\$14,232.52	\$26,373.60	(\$12,141.08)	-10.94%
10.00000.2320.107	DIR OF STUDENT SPT SERVICES	\$97,180.05		\$97,180.05	\$7,198.56	\$79,269.12	\$17,910.93	\$17,996.34	(\$85.41)	-0.09%
10.00000.2320.110	HEALTH INS BUY OUT	\$18,000.00		\$18,000.00	\$0.00	\$0.00	\$18,000.00	\$23,791.59	(\$5,791.59)	-32.18%
10.00000.2320.211	HEALTH INSURANCE	\$150,000.00		\$150,000.00	\$7,801.62	\$85,526.96	\$64,473.04	\$17,895.38	\$46,577.66	-31.05%
10.00000.2320.212	DENTAL INSURANCE	\$14,115.93		\$14,115.93	\$866.20	\$9,214.99	\$4,900.94	\$1,955.70	\$2,945.24	-20.86%
10.00000.2320.213	LIFE INSURANCE	\$2,000.00		\$2,000.00	\$125.34	\$1,177.43	\$822.57	\$311.43	\$511.14	-25.56%
10.00000.2320.214	LONG TERM DISABILITY INSURANCE	\$2,000.00		\$2,000.00	\$120.34	\$1,299.67	\$700.33	\$298.68	\$401.65	-20.08%
10.00000.2320.220	FICA & MEDICARE	\$56,071.08		\$56,071.08	\$4,079.02	\$43,894.06	\$12,177.02	\$11,942.26	\$234.76	-0.42%
10.00000.2320.221	403B	\$5,000.00		\$5,000.00	\$237.30	\$2,443.99	\$2,556.01	\$593.25	\$1,962.76	-39.26%
10.00000.2320.230	NH RETIREMENT	\$103,053.51		\$103,053.51	\$7,690.44	\$82,776.23	\$20,277.28	\$19,087.63	\$1,189.65	-1.15%
10.00000.2320.240	COURSE REIMBURSEMENT	\$5,000.00		\$5,000.00	\$0.00	\$2,492.00	\$2,508.00	\$516.00	\$1,992.00	-39.84%
10.00000.2320.250	UNEMPLOYMENT COMPENSATION	\$750.00		\$750.00	\$0.00	\$2,492.00	\$381.87	\$0.00	\$381.87	-50.92%
10.00000.2320.260	WORKER COMP INSURANCE	\$5,000.00		\$5,000.00	\$0.00	\$368.13	\$539.89	\$0.00	\$539.89	-10.80%
10.00000.2320.290	PROF DEVELOPMENT & TRAINING	\$6,400.00		\$6,400.00	\$0.00	\$4,460.11	\$1,948.25	\$978.30	(\$2,026.55)	-31.66%
10.00000.2320.330	CONTRACTED PROFESSIONAL SERVICES	\$63,500.00		\$63,500.00	\$0.00	\$7,448.25	\$10,436.12	\$2,888.75	\$7,547.37	-11.89%
10.00000.2320.360	AUDIT & LEGAL FEES	\$10,000.00		\$10,000.00	\$0.00	\$6,110.70	\$3,889.30	\$0.00	\$3,889.30	-38.89%
10.00000.2320.430	EQUIPMENT REPAIRS & MAINT	\$500.00		\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	-100.00%
10.00000.2320.442	COPIER & EQUIPMENT LEASES	\$40,000.00		\$40,000.00	\$0.00	\$4,848.04	\$151.96	\$0.00	\$151.96	-3.04%
10.00000.2320.450	OFFICE RENTAL	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-0.00%
10.00000.2320.531	TELEPHONE	\$4,000.00		\$4,000.00	\$117.00	\$1,199.76	(\$1,199.76)	\$1,199.76	(\$2,399.52)	#DIV/0!
10.00000.2320.534	POSTAGE	\$1,100.00		\$1,100.00	\$0.00	\$4,098.55	(\$98.55)	\$0.00	(\$98.55)	-2.46%
10.00000.2320.540	ADVERTISING	\$400.00		\$400.00	\$0.00	\$1,025.00	\$75.00	\$0.00	\$75.00	-6.82%
10.00000.2320.550	PRINTING EXPENSE	\$7,000.00		\$7,000.00	\$0.00	\$677.98	(\$277.98)	\$48.00	(\$325.98)	-81.50%
10.00000.2320.580	TRAVEL	\$11,000.00		\$11,000.00	\$233.18	\$1,830.57	\$5,169.43	\$1,673.81	\$3,495.62	-49.94%
10.00000.2320.610	SUPPLIES	\$750.00		\$750.00	\$194.56	\$4,727.12	\$6,272.88	\$3,698.61	\$2,574.27	-23.40%
10.00000.2320.640	BOOKS & PERIODICALS	\$2,000.00		\$2,000.00	\$0.00	\$35.00	\$715.00	\$0.00	\$715.00	-95.33%
10.00000.2320.730	COMPUTER EQUIPMENT	\$500.00		\$500.00	\$0.00	\$1,061.97	\$938.03	\$0.00	\$938.03	-46.90%
10.00000.2320.733	FURNITURE & FIXTURES	\$8,625.24		\$8,625.24	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	-100.00%
10.00000.2320.810	DUES & FEES	\$200.00		\$200.00	\$0.00	\$7,949.18	\$676.06	\$0.00	\$676.06	-7.84%
10.00000.2320.840	BOARD CONTINGENCY	\$5,000.00		\$5,000.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	-100.00%
10.00000.2320.880	ACADEMIC RECOGNITION	\$0.00		\$0.00	\$0.00	\$0.00	\$3,050.00	\$0.00	\$1,950.00	39.00%
Grand Total:		\$1,259,920.57	\$0.00	\$1,259,920.57	\$76,162.24	\$956,592.17	\$303,328.40	\$225,687.39	\$1,950.00	6.16%

End of Report

78 School St
Hillsboro, NH
03244-4870

SAU #34

603-464-4466
Fax 603-464-4053
www.hdsd.org

Soaring to Excellence

*Jennifer L. Crawford, Ed.D.
Superintendent of Schools*

*Jeni M. Laliberte, M.Ed., CAGS
Director of Curriculum, Instruction and Assessment*

*Stacey L. Vazquez, Ed.S.
Director of Student Support Services*

*Grant G. Geisler, M.S.
Business Manager*

To: Members, SAU #34 School Board
From: Jennifer Crawford, Superintendent of Schools
Date: May 25, 2023 - revised
Re: 2023-2024 Personnel Appointments

I would like to recommend the following SAU employee appointments:

RESIGNATIONS:

Carol Fogarty – Executive Assistant to the Superintendent, retirement effective 6/30/2023

TRANSFER:

Lynn Wheeler - Executive Assistant to the Superintendent, 40 hours/week, \$30.00/hour

NOMINATIONS:

Annette Dolbeare – Financial Analyst, 40 hours/week, \$31.52/hour

Rebecca Minichiello - Financial Analyst, 40 hours/week, \$31.06/hour

Terese Rheault - Central Office Administrative Assistant, 40 hours/week, \$29.00/hour

Continuing Contracts:

Jennifer Crawford – Superintendent of Schools - \$128,000.00

Grant Geisler – Business Manager - \$117,300.00

Jeni Laliberte – Director of Curriculum Instruction & Assessment - \$98,940.00

Stacey Vazquez – Director of Student Support Services - \$99,123.60