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 <u>https://www.hdsd.org/</u>

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- Preset
	Jess Morris - Present
	Michael Kenney - Absent
Washington School Board	Arin Mills- Present
	Danielle Moore- Present
	Eric Hodges - Preset
	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
C	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 I abstained)ii. VOTE	Hodges. Plater seconds. 6.40- 060 (Hodges
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. E (Mills abstained)ii. VOTE	Bober seconds. Motion passes 6.40- 060
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	

d. Manifest Signatories

i. ii.	Bober nominates Morris. Mills sec (Morris abstained) VOTE	onds. Motion passes 6.25- 075
	ring School Board	Christopher Bober - Yes
	5	Paul Plater- Yes
		Heidi Welch-Yes
		Jess Morris - Abstained
Washington S	chool Board	Arin Mills- Yes
8		Danielle Moore- Yes
		Eric Hodges - Yes
		Tyler Garvin - Yes
		Laura Botelho - Yes
Windsor Scho	ol Board	Susan Robbins - Yes
Manifest Sigr		
iii.		seconds. Motion passes 6.40- 060
	ring School Board	Christopher Bober - Yes
	-	Paul Plater- Yes
		Heidi Welch- Yes
		Jess Morris - Yes
Washington S	chool Board	Arin Mills- Yes
		Danielle Moore- Abstained
		Eric Hodges - Yes
		Tyler Garvin - Yes
		Laura Botelho - Yes
Windsor Scho	ol Board	Susan Robbins - Yes
e. Treasu i. ii.	rer Morris Nominates May Egner. Bob VOTE	per seconds. Motion passes 7 - 0 - 0
	pring School Board	Christopher Bober - Yes
	5	Paul Plater- Yes
		Heidi Welch- Yes
		Jess Morris - Yes
Washington S	chool Board	Arin Mills- Yes
6		Danielle Moore- Yes
		Eric Hodges - Yes
		5

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

Windsor School Board

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

II. Koli	
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
h Meeting Minutes - December 14 2022	

- 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 Arin Mills-Yes

Washington School Board

	Danielle Moore- Yes
	Eric Hodges - Yes
	Tyler Garvin - Yes
Windsor School Board	None Present
 c. 2023-2024 SAU Personnel Appointments a i. Bober Moved to approve the 2023- and Resignations as presented. Mills ii. Roll 	2024 SAU Personnel Appointments
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
Paul Plater- 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



Priority Area: Culture

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

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



and focuses on a culture of continuous improvement based on the Portrait of a Graduate tenets. Objective 1: SAU 34 will foster an empathetic culture that respects and values all individuals Hirring protocols revisited and job descriptions continue to be updated to include All building Administrators have participated in Evaluation PD this school year. Quality, high performing, personally rewarding defined & Annually reviewed Evaluation methods for Administration aligned to Professional Standards for across settings and groups (S1), Norms Audits at all levels and frequencies. Currently revisiting construction of Culture & Climate Tool (S2) Educational Leaders (S3) Portrait of Graduate (S3) rogress (S3)• 0 . 6

Challenges

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

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Streamlining PD

- 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.



Objecte 2: SAU 34 will genuinely engage all stak ders in a collaborative culture of learning and continuous improvement.

Progress

- work for the remainder of this strategic plan This is an area of improvement and targeted and in the construction of the new plan
- Meeting, 4 family visit days in Early Learning Washington Elementary School, Morning
- H-D High School parent survey to establish advisory group .
- regularity of communication out to families. Increased methods of communication and

Increased number at family engagement events

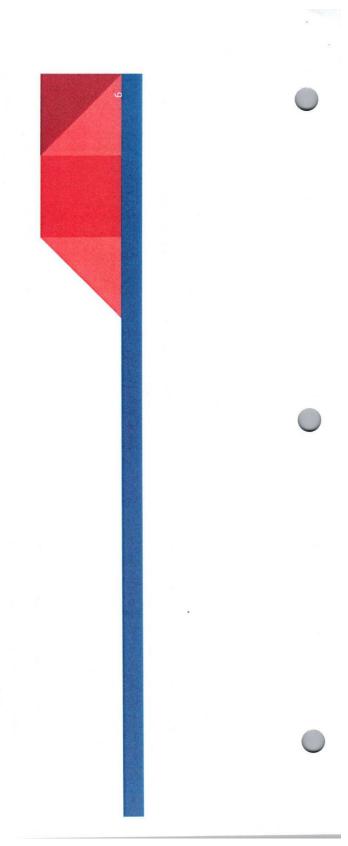
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- ES FEAN, WES different event times 0
- Return of music concerts in all buildings = great attendance
- Well attended open houses, HS looking to change model to open up more slots
- Differing degree of events held across the districts:
 - Junk to Funk, Research Project 0
- College and Career Fair, Student Services in Counseling Center i.e. FAFSA, Scholarships 0 0
 - ELO exhibits

Challenges

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

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



Objects 3: SAU 34 will promote a culture of heal 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
- o End 68
- Spirit Weeks
- Fresh fruit and vegetables program (min 2, we do 4)

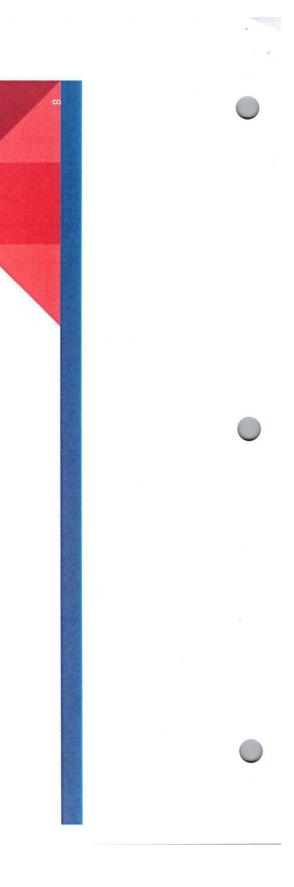
- Student input into clubs & activities (S2)
- Sports practice times adjusted to accommodate club participation (S2) WFS continues to work on collaboration and
- WES continues to work on collaboration with Kid Adventures (S2)



Challenges

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

- 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 retrices and identify resources that promote positiv_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
 - 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

- 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

culture that prioritizes relationship building, responsiveness and continuous improvement by program that will include strategies and supports for fostering a positive and empathetic Objected 5: SAU 34 will develop and implement an embedded professional development 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
 - Behavior Interventionists baseline trainings, build capacity within

Time to share, process and plan

- Lots of needs and how to focus in

- 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 spend our time together provide the daily cues and clues that affect the learning education of our students as the facilities we use. The facilities in which we 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



- Continue to evaluate and reorganize our Facilities Capital Maintenance Plans 0
- 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 0
- 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 0
- Planning ahead and being committed to ensure facility improvements 0
- 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 feedback about the increasing difference they are making in matters important to than themselves, regular and meaningful opportunities for self-determination, them, and growing relationships.

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

content standards including career and technical education with Portrait of a Graduate tenets Objected 1: SAU 34 will develop and implement conviculum frameworks that integrate all 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

- 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 •



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

Progress

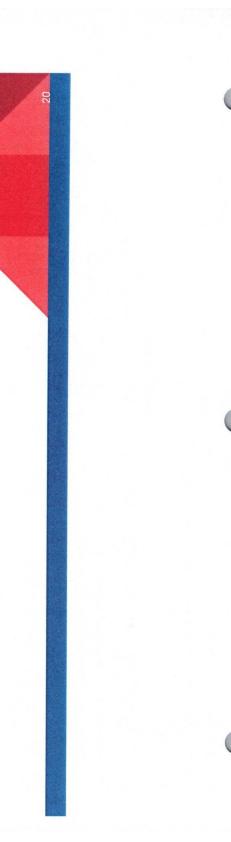
- K-12 team attended three day Intentional Assessment Design workshop
 - District Data team met for two days during the summer to create building level goals
- Building level data teams meet regularly to interpret data and plan RTI and assess progress towards goals
- MS using NHSAS modulars regularly 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



- 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

- 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 •



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

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

25

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 Rtl 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
 - o 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



SAU 34 Board Approved 5/14/2020

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 developme	Fortrait 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

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SAU 34 Board Approv 14/2020

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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.

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Strategies	Person Responsible	Timeline	Indicators of Success
 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 curr	Objective 3: SAU 34 will evaluate current programming and develop additional educational opportunities outside the traditional classroom setting.	educational opportunities outside the trac	ditional classroom setting.
Strategies	Person Responsible	Timeline	Indicators of Success
 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.

Annually review and make a plan to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom. 2025 Opportunities outside the traditional classroom will be implemented at all grade levels	Indicators of Success	Report out to the Leadership Team with recommendations for next steps toward the expansion and implementation of career and technical education opportunities.	Report out on the observed successes and challenges and make recommendations for next steps.	 Methods for stakeholder input and feedback Regularly reports out to the leadership team Adapts and adjusts to the needs of school community 	Implementation of career and technical programming at the middle and high school	,
Review and Plan Annually April H-DES to begin the process 22-23 Full implementation 2025	periences for all students, grades 6-12. Timeline	December 2020	December 2020	Beginning in March of 2021 and on- going	Beginning in the fall of 2022	
*Building Principals	d implement career and technical education experiences for all students, grades 6-12. Person Responsible Timeline	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School	
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.	Objective 4: Examine, develop and imp Strategies	 Research and explore the latest developments and insights about career and technical education. 	2) Visit successful career and technical education programing.	 Educate both the school and larger communities regarding the benefits, characteristics, and challenges of career and technical education programming. 	4) Create the necessary physical and structural resources to support career and technical programming at the	

SAU 34 Board Approved 5/14/2020

SAU 34 Board Approve 14/2020

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levels.	nstructional strategies and	Indicators of Success	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	Methods for stakeholder input and feedback Regularly review feedback and recommend updates and improvements	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
	clude in ogram.	Indic	••••	•••	• • •
	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.	Timeline	Annually	On-going	Peer observations begin Fall 2020 Structure established in each building by January 2021 Fall of 2022 all participate Show evidence 2023
Principals	implement an embedded professional de to the integrated curriculum frameworks	Person Responsible	Director of Curriculum, Instruction & Assessment	Director of Curriculum, Instruction & Assessment and Building Principals	Director of Curriculum, Instruction & Assessment and Building Principals
middle school and high school.	Objective 5: SAU 34 will develop and supports for delivering equitable access	Strategies	 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. 	 Gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement. 	 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.

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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 empat Portrait of a Graduate tenets.	thetic culture that respects and values all	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.	ontinuous improvement based on the
Strategies	Person Responsible	Timeline	Indicators of Success
 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	December 2020	Report out to the Leadership Team with recommendations for next steps
 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	Research complete by December 2020 Tool developed by February Initial recommendations made by May On-going cycle	 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
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	Recruiting and Hiring Protocols by March 2021 Review and revision of all job descriptions complete by 2025	Develop and implement recruiting and hiring protocols and procedures aligned with the Portrait of a

SAU 34 Board Approv. 14/2020	 Graduate 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 	ment.	Indicators of Success	 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 	 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.
SA	Review and revision of evaluation protocols and procedures by 2023	engage all stakeholders in a collaborative culture of learning and continuous improvement.	Timeline	Definition and recommendations May 2021 Action Plan Developed Summer 2021 Implementation begins August 2021	Recommendations May 2021 Implementation begins Summer 2021 Implementation complete January 2022
		gage all stakeholders in a collaborative cu	Person Responsible	SAU and Building Leadership	SAU and Building Leadership
	of the Portrait of a Graduate and its organizational implications.	Objective 2: SAU 34 will genuinely eng	Strategies	 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. 	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

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Implement community advisory groups.	May 2021Make recommendations for next steps to leadership teamoed Summer 2021• Develop an action plan that defines the responsibilities at each grade span and for the district as a wholeins August 2021• Implement the plan	mity	Indicators of Success	Annual recommendations for next steps made to the SAU leadership.	er school Regularly recommend extra-curricular g programming revisions to the leadership team. CBA tied	 ditions in April Make recommendations for next steps to leadership team Develop an action plan Implement the plan
	Recommendations May 2021 Action Plan Developed Summer 2021 Implementation begins August 2021	of the school comm	Timeline	Spring, beginning 2021	Annual review of after school offerings each Spring Triannual review of CBA tied offerings.	Annual recommendations in April
	SAU and Building Leadership	Objective 3: SAU will promote a culture of health and wellness for all members of the school community	Person Responsible	Director of Student Support Services and Principals	Director of Student Support Services and Principals	Director of Student Support Services and Principals
	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.	Objective 3: SAU will promote a cultur	Strategies	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.	 Compare existing extra-curricular offerings with an inventory of current students interests, identify gaps, and recommend actions to ensure maximum student engagement. 	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.

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

Strategies	Person Responsible	Timeline	Indicators of Success
 Taacher 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. 	Director of Student Support Services and Principals	Professional development - immediate and on-going Development complete - Summer 2021 Full implementation by August 2022	 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.
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.	Director of Student Support Services and Principals	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	 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

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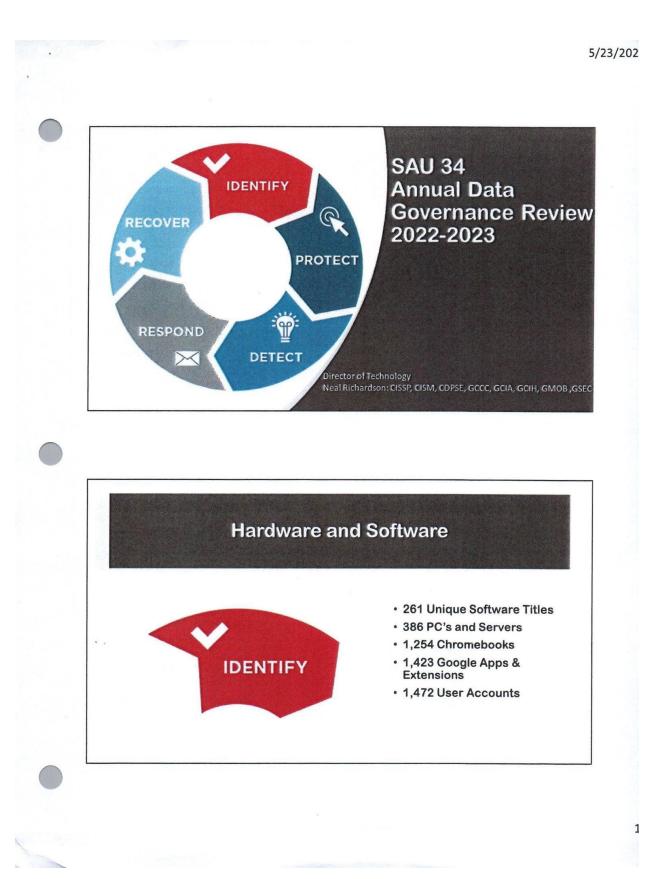
SAU 34 Board Approved 5/14/2020

			collection.
3) Provide the tools staff need to implement effective supports for students in light of the increasing mental health needs and instances of trauma.	Director of Student Support Services nd Principals	Training is immediate and on-going Reduced need by 2025	 Reduce the need for intensive treatment, out-of- home placement, hospitalization, or incarceration of children and youth as evidenced by data collection.
Objective 5: SAU 34 will develop and positive and empathetic culture that prior	implement an embedded professional de oritizes relationship building, responsiver	and implement an embedded professional development program that will include strategies and supports for fostering a prioritizes relationship building, responsiveness and continuous improvement by June 2022.	tegies and supports for fostering a \$2022.
Strategies	Person Responsible	Timeline	Indicators of Success
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.	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	Annually in January	Principals will annually present their findings to the district leadership team, which will determine next steps.
2) The district leadership will conduct an annual review of the format and structure of professional development.	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	Current and on-going with annual review in January	The district leadership will review and revise the format and structure of professional development opportunities for the following year.
 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. 	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	On-going	 Methods for stakeholder input and feedback Regularly review feedback and recommend updates and improvements

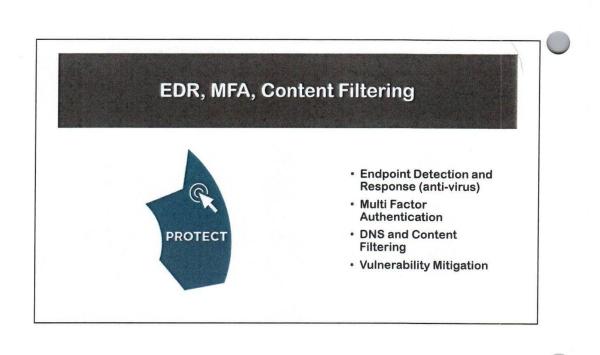
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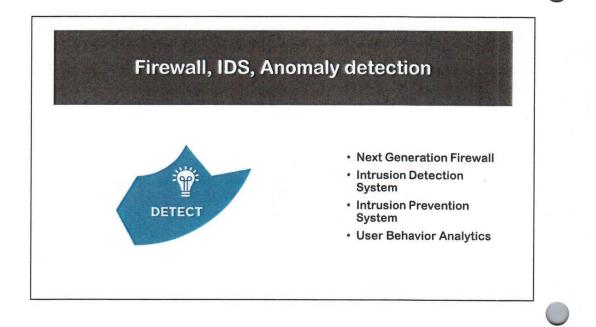
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		5	14/2020 Data Approv
Priority Area: Learning Environments: Few investuruse. The facilities in which we spend or respectively.	Priority Area: Learning Environments: Few investments serve as such high-profile demonstrations of how we value the education 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.	ations of how we value the education of lues that affect the learning and work cult	our students as the facilities we tures for students and staff,
Goal: SAU 34 will provide and maintai educational opportunities.	Goal: SAU 34 will provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities.	tture focused, teaching and learning envi	ironment that allows multiple
Objective 1: SAU 34 will provide and 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.	ality future focused teaching and learning	g environment that allows multiple
Strategies	Person Responsible	Timeline	Indicators of Success
 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	 Develop and implement District Visitation Checklist Information and recommendations for next steps presented to appropriate school boards annually

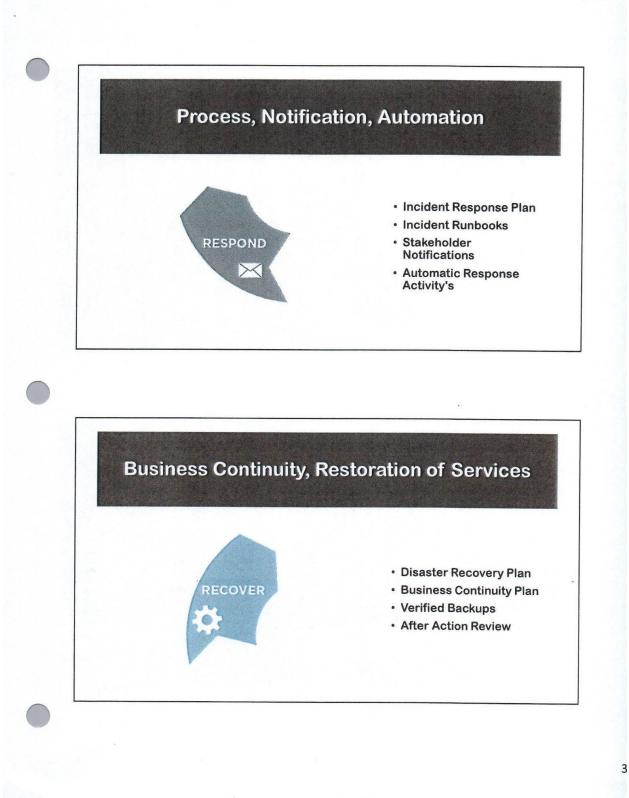


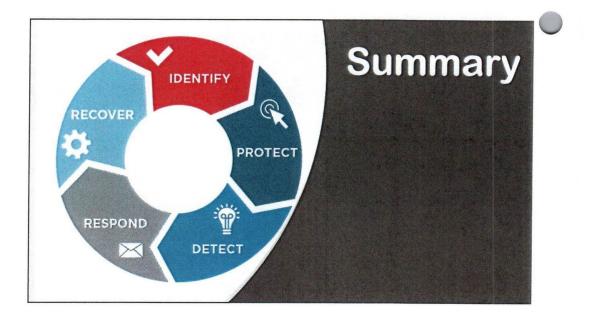
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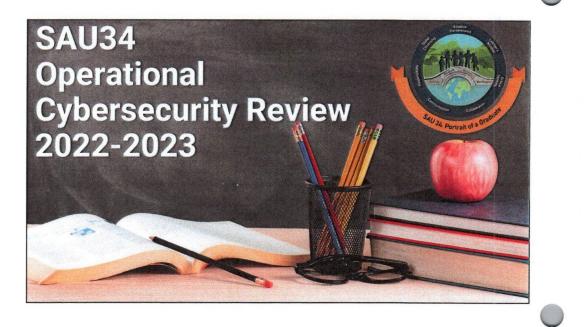










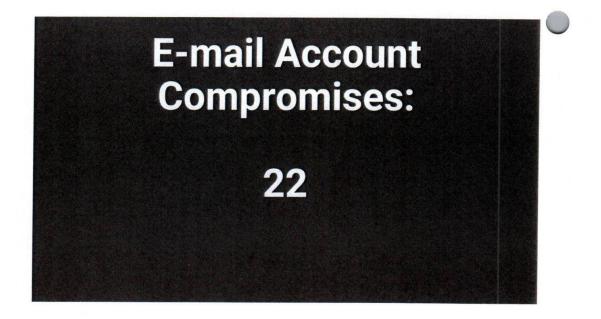


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Top Attacking Countries Russia China North Korea Iran United States

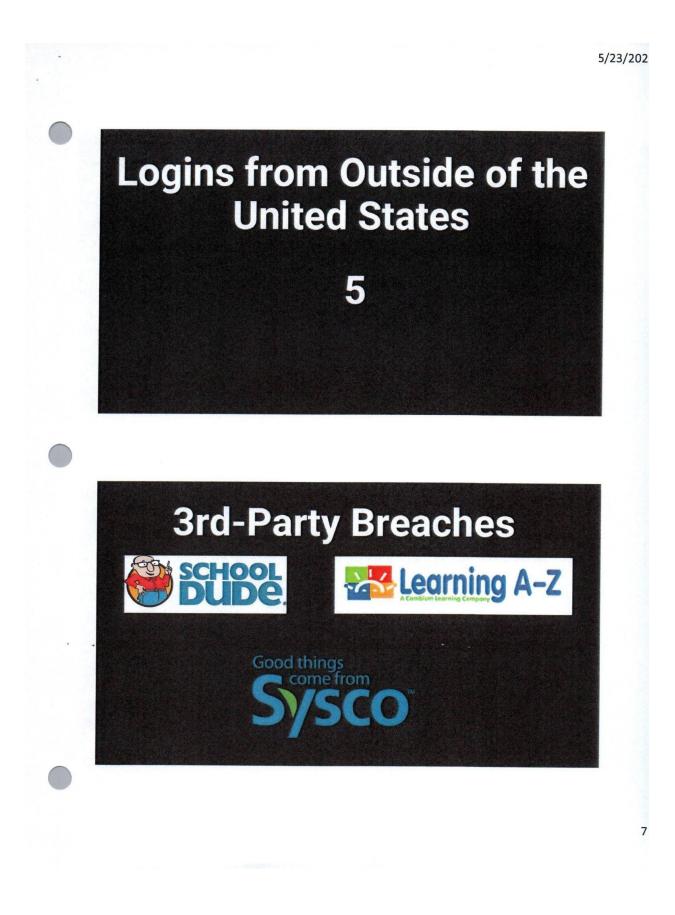
Web Browsing Risks

Malware Blocked: 455 Phising Blocked: 207



Unauthorized Application Installation attempts:

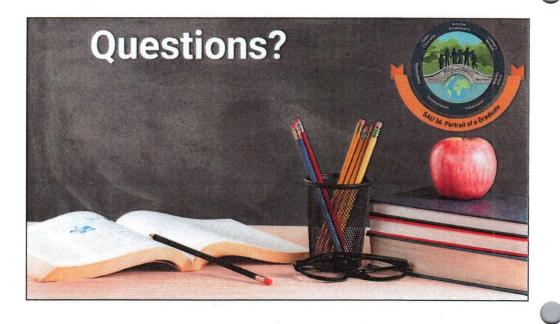
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5/23/2023

Approved Resources With a Data Privacy Agreement State Wide

10,647





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

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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

School Administrative Unit No. 34 Letter to the School Administrative Unit Board Page 2

Management Representations

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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 & Aum, PLIC

From Date: 4/1/2023 To Date: 4/30/2023 accounts with zero balance Ilter Encumbrance Detail by Date Range 4/30/2023 accounts with zero balance Ilter Encumbrance Detail by Date Range 4/30/2023 accounts with zero balance Ilter Encumbrance Detail by Date Range 5/36/36/32 5/39/901/72 5/36/36/32 sylatids \$1/36,802 \$3/34/37 \$1/36,802 \$4/4002 \$8/578,036,38 \$2/36/302 \$4/4002 \$2/36/36/3 \$4/4002 \$8/578,036,38 \$2/379,036 \$2/379,036 \$4/4002 \$5/371,966 \$8/578,0162 \$8/579,036 \$4/4002 \$5/371,366 \$4/4002 \$8/578,0162 \$8/54,030 \$5/371,366 \$5/371,366 \$5/366,01 \$8/578,0162 \$8/54,030 \$5/41,772 \$5/366,01 \$5/371,366 \$8/577,663 \$5/371,303 \$5/371,303 \$5/371,366 \$5/366,01 \$8/66,01 \$8/64,010 \$5/366,01 \$5/366,01 \$5/366,01 \$8/66,01 \$8/64,010 \$5/366,01 \$5/366,01 \$5/366,01 \$8/4	DMINISTRATIVE UNIT #34 From Date: 4/1/2023 To Date: 4/30 mint zero balance Print accounts with zero balance Eliter Encumbrance Detail by Date 4/30 mint zero balance Eliter Encumbrance Detail by Date 2/31 2/31 2/31 mint zero balance Eliter Encumbrance Detail by Date 2/31 2/31 2/31 mint zero balance CL Budget Current YTD Balance Encumbrance Detail by Date s114,115.03 5/31,130 5/33,132 5/33,031	
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System System<	Syr/180.05 Syr/17.05 Syr/17.06 Syr/17.06 Syr/17.06 Syr/17.06 Syr/17.05 Sy	\$110.981.79
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78 School St Hillsboro, NH 03244-4870



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Soaring to Excellence

Jennifer L. Crawford, Ed.D. Superintendent of Schools Stacey L. Vazquez, Ed.S. Director of Student Support Services Jeni M. Laliberte, M.Ed., CAGS Director of Curriculum, Instruction and Assessment Grant G. Geisler, M.S. Business Manager

To: Members, SAU #34 School Board

From:Jennifer Crawford, Superintendent of SchoolsDate:May 25, 2023 - revisedRe: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

