

**HILLSBORO-DEERING SCHOOL BOARD
REGULAR MEETING
Monday, June 17, 2019 – 6:15pm
Hillsboro-Deering Elementary School Media Center**

AGENDA

A. Call Meeting to Order

B. Pledge of Allegiance and Moment of Silence

Public announcement - the meeting is being video and audio recorded and will appear on the district website, www.hdsd.org. A live stream video, in real time, can be viewed at www.townhallstreams.com.

C. Recognitions

D. Correspondence

E. Presentation

1. HDES Comprehensive Support and Improvement (CSI) Update – Donna Furlong

F. Public Comment

NOTE: This is an opportunity for members of the public to share an idea or concern with the board. Comments are limited to 5 minutes per person. It is not the practice of the board to immediately respond to comments made.

G. School Board Response to Public Comment

NOTE: At this time the board may respond to comments made or answer questions asked during previous board meeting public comment sessions. No additional public comments will be taken at this time.

H. Board Discussion Items

1. Live-Stream Video Recording of Board Meetings
2. Policy Committee – Chris Bober
 - a. EHAB Data Governance and Security – Second Reading
 - b. IJ Instructional Resources and Instructional Resources Plan – Revision
3. Summer Retreat – Monday, July 15, 2019, 6:30-9:00pm (continuing on 7/16/19 if necessary)
 - a. Location and Food

I. Superintendent's Report

1. Appointments, Leaves and Resignations
2. HDSD Professional Growth & Evaluation Model Update
3. Business Administrator's Report
 - a. Audit Report
 - b. Budget Transfers
 - c. Financial Report
 - d. Budget Savings (Surplus)

J. Minutes – May 20, 2019 and June 3, 2019 regular meetings

K. Public Comment

NOTE: See first Public Comment note above – for the sake of time, only new comments please.

L. School Board Response to Public Comment

NOTE: At this time the board may respond to comments made or answer questions asked during previous board meeting public comment sessions. No additional public comments will be taken at this time.

M. Action Items

1. Appointments, Leaves and Resignations
2. Live-Stream Video Recording of Board Meetings
3. HDSD Professional Growth & Evaluation Model Update
4. Policies Requiring Board Action
 - a. EHAB Data Governance and Security – Second Reading
 - b. IJ Instructional Resources and Instructional Resources Plan – Revision
5. Budget Savings (Surplus)

N. Non-Public Session – if needed

O. Call Back to Order

P. Action Following Non-Public Session

Q. Adjournment

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Per RSA 91-A:3 II. (a) -(e), (k) and (l) only the following matters may be considered or acted upon by a school board in non-public session:

- a) the dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him/her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted;
- b) the hiring of any person as a public employee;
- c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting;
- d) consideration of the acquisition, sale or lease of property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community; and
- e) consideration or negotiations of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof, because of his/her membership in such body or agency until the claim or litigation has been fully adjudicated or otherwise settled.
- k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.
- l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

The Hillsboro-Deering School Board will hold a Board Retreat on Monday, July 15, 2019 from 6:30-9:00pm, location TBD – the board will take no action at this retreat. The next regular meeting of the board will be held on Monday, August 5, 2019 at 7:00pm in the HD Elementary School Media Center.

Hillsboro-Deering Elementary School

Diagnostic Review Findings

May 24, 2019

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WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, Georgia, and Washington, DC, to Arizona and California, with headquarters in San Francisco.



Introduction

In accordance with New Hampshire's Every Student Succeeds Act (ESSA) [Consolidated State Plan](#), the New Hampshire Department of Education (NHDOE) has identified 20 schools that are eligible for support under the category of Comprehensive Support and Improvement (CSI) schools. More information about how schools were identified can be found at [this link on the NHDOE website](#). The first stage of support for each CSI school was to provide an external facilitation team from [WestEd](#) to partner with the school to conduct a thorough diagnostic review. This review occurred between February and April of 2019. The results of the diagnostic review are presented in the following report.

The Diagnostic Review Process

Purpose of the Review

The purpose of the diagnostic review process is to help each school identify priority areas of strength to leverage and needs to address in school improvement planning. In addition, the diagnostic review process intended to engage a variety of school stakeholders in open conversations about the current state of the school and to prepare the school community to make decisions and set priorities for the improvement plan. The diagnostic review process is not intended to result in recommendations for specific strategies or action steps. Evidence-based strategies and action steps will be discussed in the subsequent improvement planning process.

Framework: The Four Domains for Rapid School Improvement

WestEd's approach to conducting a diagnostic review for each CSI school is built around [Four Domains for Rapid School Improvement](#), published by the [Center on School Turnaround](#) at WestEd. The four domains are Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift. As a framework, the four domains are interdependent elements, validated by research and field experience, that work together to create the conditions for rapid, yet sustainable, school improvement.

Each domain within the framework includes three key practices that can be used to drive school improvement planning and implementation efforts. Each of the practices is designed so that it can support strategic action at the state, district, and school levels. The domains and related practices were used to frame the tools and conversations throughout the diagnostic review process, and the reports tie each area of strength and need to specific practices for reference. This design feature will help educational leaders at the state, district, and school levels align their strategic actions in support of school improvement at each identified school. Following is a list of the three practices within each domain.

- 1. Domain: Turnaround Leadership**
 - 1.1. Prioritize improvement and communicate its urgency
 - 1.2. Monitor short- and long-term goals
 - 1.3. Customize and target support to meet needs
- 2. Domain: Talent Development**
 - 2.1. Recruit, develop, retain, and sustain talent
 - 2.2. Target professional learning opportunities
 - 2.3. Set clear performance expectations
- 3. Domain: Instructional Transformation**
 - 3.1. Diagnose and respond to student learning needs
 - 3.2. Provide rigorous evidence-based instruction
 - 3.3. Remove barriers and provide opportunities

4. Domain: Culture Shift

- 4.1. Build a strong community intensely focused on student learning
- 4.2. Solicit and act upon stakeholder input
- 4.3. Engage students and families in pursuing education goals

How to Read and Use This Report

As previously mentioned, the diagnostic review process helps each school identify priority areas of strength and need to inform its improvement plan. The school's report of findings begins with brief overviews of who was involved in the process and of what data were collected. Next, the report shares what reviewers found to be one area of strength and three high-leverage needs.

The purpose of sharing an area of strength is to identify a key asset that already exists within the school and that can be used to help support improvement efforts. The report also identifies three high-leverage needs. The number of needs is limited to three to help the school develop an improvement plan that focuses on a manageable number of targeted needs that, if improved, can have a profound impact on student learning and achievement. All three of the identified high-leverage needs align to key practices from the *Four Domains for Rapid School Improvement*, all of which have been found to be critical to school-level reform efforts.

Additionally, a summary of Comprehensive Assessment of Leadership for Learning (CALL) Survey data from the school has been added as an appendix to the report. These data are compared to the national CALL survey data at the time of the diagnostic review process and can be used for comparisons in later administrations of the CALL survey to check progress on identified needs. The school's full CALL survey results can be accessed at any time at [this link](#), though it is worth noting that the national averages are changing constantly as more and more schools across the country participate.

Limitations

It is important to note that the diagnostic review process is not intended to be an exhaustive assessment of the school, nor is the process designed to identify every strength and need of the school. Rather, the process is designed to help the school's improvement planning team prioritize and establish strategies and action steps for driving improvement in a few manageable and high-leverage areas. Most importantly, the reports are intended to drive conversations and decision-making within school improvement teams.

Appreciation

Lastly, WestEd expresses its gratitude and appreciation for all who participated in the review process. Our teams were heartened by the incredible commitment to improve student outcomes that each school exhibited throughout this process. WestEd looks forward to providing ongoing support and assistance. Should you have any questions about this report, please do not hesitate to contact Felicia Brown fbrown@wested.org or Kevin Perks kperks@wested.org.

DIAGNOSTIC REVIEW REPORT

School	Hillsboro-Deering Elementary School
District	Hillsboro-Deering Cooperative School District
Principal	Dan Record
WestEd Review Team	Caitlin Beatson, Ron Robert
Review Date(s)	March–April 2019

Overview of the Diagnostic Review Process

The diagnostic review process included three key phases of data collection and analysis: the self-reflection phase, the quantitative data and artifact phase, and the on-site phase.

The first phase of the review process allowed the school community the opportunity to reflect on its practices and current state. In March 2019, eight school leadership team members completed a self-assessment. Additionally, 73 members of the school's instructional team participated in the Comprehensive Assessment of Leadership for Learning (CALL) survey.

The second phase of review focused on analyzing data and artifacts that reflect the school's current and historical performance and practices. The WestEd review team analyzed data from the school's report card, accessed from the NHDOE's iPlatform website, including data on enrollment, student demographics, and achievement on state assessments. After a mid-process discussion, the school submitted additional local data and artifacts, including discipline referral reports, Star 360 math and reading performance results, and aimswebPlus performance results.

During the third and final phase of review, WestEd staff conducted on-site interviews and focus groups with a diverse group of stakeholders to gain on-the-ground perspectives and deeper understanding of themes that emerged during the first two phases of review. On April 17, 2019, school- and district-level administrators, board members, teachers, student support professionals, parents, and community members were interviewed. After the interviews were completed, the review team triangulated data from all phases of review to identify one area of strength to leverage in schoolwide planning and three high-leverage needs to target for improvement.

Area of Strength

The school consistently engages families and community stakeholders to work collaboratively to support students' education.

Related Four Domains Practices: 4.1, 4.3

Data from all three phases of the diagnostic review process revealed that the school has a strong sense of community and collective commitment - both inside and outside of the school - to serving students. In particular, a range of school staff and community members noted collaborative efforts to provide enrichment programming. One community stakeholder stated that the school has a lot of unique opportunities for students, before and after school (e.g. Duncan-Jenkins Trust Fund activities, clubs, STEAM camps), provided at no cost for students. This strength can be leveraged to support the school's

improvement planning by tapping into the collaborative culture and the willingness of various stakeholders to work with school leadership around improvement efforts.

Supporting data include:

- In the self-assessment, leaders commented that “efforts [are] made to support more schoolwide events and assemblies to help create a stronger sense of community for students and staff” and that staff are very dedicated.
- On the CALL survey, 65% of respondents said visitors to the school are welcomed (Item 4.3.40), and 64% said there is sufficient time for parents and teachers to have meaningful discussions during parent-teacher conferences (4.3.30).
- In the focus groups, one stakeholder mentioned that the Duncan-Jenkins Trust Fund is now at \$9 million and that this source has supported various cultural enrichment opportunities and experiences for students, such as bringing in African drummers, a field trip to the Boston Museum of Science, after-school clubs (Lego, Greek mythology, drama), and an artist in residence, and includes teacher enrichment funds.
- Another stakeholder commented that “the community members and organizations really collaborate” (e.g., PTO with before-/after-school program and Title I partner to provide a family night).

High-Leverage Needs to Target for Improvement

Based on data collected during the diagnostic review process, three major themes surfaced as key areas in need of immediate intervention and attention.

Make performance expectations clearer to staff and improve structures and opportunities for teachers to receive training, coaching, and feedback.

Related Four Domains Practices: 2.2, 2.3, 3.2

Analysis of the diagnostic data revealed that staff are unclear as to what is expected of them and how their performance is measured. For example, one stakeholder commented that there “is no clear expectation for how teachers deliver instruction to get students to their performance expectations.” Another stated that school leaders are dealing mostly with student behaviors and are not aware of what is going on instructionally in classrooms. These comments were corroborated by another stakeholder, who suggested that the school had too many ineffective teachers and did not have protocols for dealing with this issue. Despite these concerns, some staff articulated a desire to receive feedback that is more frequent and actionable so that they can improve for their students.

Supporting data include:

- The self-assessment included the following statements: “lack of follow-through with specific professional development,” “lack of time for administrators to go into classrooms,” and that consistency is a challenge.
- On the CALL survey, 30% of respondents indicated that holding teachers and others accountable for achieving high levels of teaching and learning is “very” or “extremely” important to leaders in their school (Item 2.3.10).
- Thirty-eight percent of CALL respondents indicated that the formative feedback that they received included specific, critical examples from their teaching practices, and provided meaningful suggestions on how to improve (Item 2.3.30b). No respondents said the formal evaluation process for teachers significantly improves teaching practices for “almost all teachers” in the school; 51% responded “I don’t know” to this item (2.3.40).
- Comments from the focus groups included the following in relation to teacher feedback:

- “Principals have to do the minimum contractually, but they’re not focused or high-quality . . . they just plug in checks, ‘doing this great, that great’ . . . but it doesn’t tell me actionable feedback for moving forward.”
- “Teachers aren’t held accountable.”
- “The principals aren’t in the classrooms much; they don’t know what’s going on in terms of instruction [because] they’re so bogged down with behavior.”

Increase alignment of curriculum, instruction, and assessment to standards to improve consistency of instructional rigor and academic expectations within and across classrooms and allow for teachers and support staff to develop expertise with innovative and engaging instructional practices across the curriculum.

Related Four Domains Practices: 2.2, 2.3, 3.1, 3.2

Data from the diagnostic review indicate misalignment among standards, curriculum, instruction, and assessment, and inconsistency in teachers’ use of best practices to ensure access and success for students at all levels. This finding is corroborated by local achievement data from the Star 360, on which 37% and 44% of students demonstrated proficiency in math and reading, respectively. While teachers appear to be familiar with their standards, they expressed confusion as to how the standards drive and support all aspects of teaching. Another area of confusion is how standards inform rigor and define appropriate performance expectations for students. One stakeholder also expressed concern about math and ELA materials being out of date.

Supporting data include:

- Comments from the self-assessment included the following:
 - “Need to align instruction and assessment to the standards.”
 - “Lack of understanding of Common Core State Standards in some grade levels, how to teach and assess and report out on the standards.”
 - “Lack of uniformity and consistency of instruction, sometimes within a grade level.”
- On the CALL survey, 12% of respondents said there is cognitive and content alignment among standards, curriculum, and assessments (Item 3.2.50), and no respondents said that school leaders create effective job-embedded opportunities to identify and address gaps in alignment. Twelve percent said that school leaders use professional development time to lead all staff in exercises to identify and address gaps in alignment (Item 3.2.60).
- The following are comments from the focus groups:
 - “We need to push data-driven instruction so that what we’re teaching is tied to the standards.”
 - “There’s a lot of effort being put forth, but there’s no consistency and continuity. There are people here who work very hard and are attempting to do the very best they can, but with very little alignment with others across and between grade levels.”
 - “We need consistency with curriculum, both in terms of it being developed and instructional delivery.”
 - “We can’t all be doing something different — we never fully embrace the curriculum we have, and I see people teaching things that aren’t at their grade.”

Increase behavior support systems, practices, and instruction at the classroom and schoolwide levels, that encourage a focus on learning and self-regulation, address student social-emotional needs, and decrease classroom and school community disruptions.

Related Four Domains Practices: 1.3, 2.3, 3.3, 4.1

Although the school has recently been focused on supporting students' social-emotional learning, the diagnostic review data showed that student discipline is addressed inconsistently by a range of school staff and that the effort and time needed to address student discipline has decreased staff focus on instruction and student learning. There were more than 1,900 discipline referrals between August 2018 and March 2019, with 668 referrals for "disruptive/inappropriate behavior."

Supporting data include:

- In the self-assessment, one respondent stated that consistency of behavioral and academic expectations across and within grade levels is a challenge. Another commented that "behavior is a major challenge that is interrupting classroom instruction."
- On the CALL survey, no respondents indicated that the school's discipline policies are "very" or "extremely" effective in eliminating disruptive behavior (Item 4.1.31), and 13% said the school's discipline policies are "very" or "extremely" effective in addressing behavioral concerns in a timely manner (Item 4.1.32). In addition, 36% of respondents said programs that focus on establishing clear, positive behavioral expectations for students are "developed and actively used," with only 3% saying these programs are "developed, actively used, and shown to improve student learning" (Item 4.1.50).
- The following stakeholder comments corroborate the school's challenges with student behavior:
 - "Parents call angry when they've heard a class has been evacuated and that child ends up right back in the classroom."
 - "We spend a lot of time dealing with Tier 2 and Tier 3 behaviors, so the other students get short shrift."
 - "The behaviors kill me on a daily basis."
 - "Behaviors are the biggest struggle for me."

Questions for Further Consideration

In addition to the specific areas listed in the previous section, the following questions should be considered as the school moves into planning for improvement:

- Who can take responsibility for setting clear performance expectations for staff? How will that person determine and communicate those expectations? How will staff be assessed or held accountable for achieving performance expectations?
- How can high-performing teachers be leveraged to expand their positive influence outside of their own classrooms?
- How can teachers determine each individual student's learning needs? What tools, systems, and structures need to be established to do so?
- How might alignment of instruction with standards be facilitated? What training will teachers need?
- How might the school benefit from soliciting input from stakeholders regarding student expectations and behavior? What tools and structures need to be created in order to solicit input on how to promote a focus on student learning and prevent disruptive behaviors? Who would be responsible for developing and distributing these tools and structures?

Hillsboro-Deering Elementary School

CALL Data Table

Appendix A: Four Domains for Rapid School Improvement	Nat'l avg.	School	Admin	Teacher	Support Staff
1: Turnaround Leadership	3.63	2.82			
1.1. Prioritize improvement and communicate its urgency	3.85	3.14	3.29	3.12	3.06
1.2. Monitor Short- and Long-term Goals	3.71	2.26	2.41	1.97	2.67
1.3. Customize and target support to meet needs	3.33	3.07	3.31	2.98	3.08
2: Talent Development	3.62	2.92			
2.1. Recruit, develop, retain, and sustain talent	3.49	2.99	3.13	3.06	2.76
2.2. Target professional learning opportunities	3.67	2.96	3.09	2.88	3.03
2.3. Set clear performance expectations	3.71	2.80	2.86	2.70	3.02
3: Instructional Transformation	3.23	2.70			
3.1. Diagnose and respond to student learning needs	3.23	2.71	2.73	2.53	3.10
3.2. Provide rigorous evidence-based instruction	3.42	2.60	2.46	2.52	2.93
3.3. Remove barriers and provide opportunities	3.03	2.78	3.00	2.67	2.80
4: Culture Shift	3.20	2.67			
4.1. Build a strong community intensely focused on student learning	3.44	2.85	3.18	2.76	2.79
4.2. Solicit and act upon stakeholder input	2.98	2.59	2.88	2.56	2.43
4.3. Engage students and families in pursuing education goals	3.17	2.58	2.68	2.54	2.59
SUMMARY (number of sub-domains rated above the national average)		+0 out of 12	+0 out of 12	+0 out of 12	+0 out of 12

Note: The national average column is based on ratings in the CALL system on April 12, 2019. The CALL averages may change slightly each time a new school completes a survey. The individual school ratings will not change.

Summary of Draft Diagnostic Review from West Ed

Purpose of the Review

- The diagnostic review identified one area of strength and three high-leverage needs to help drive our school improvement planning.
- The diagnostic review process is not intended to result in recommendations for specific strategies or action steps.
- Evidence-based strategies and action steps will be discussed in the subsequent improvement planning process.

Framework: The Four Domains for Rapid School Improvement

WestEd's approach to conducting a diagnostic review for each CSI school is built around Four Domains for Rapid School Improvement, published by the Center on School Turnaround at WestEd.

1. Domain: Turnaround Leadership

- 1.1. Prioritize improvement and communicate its urgency
- 1.2. Monitor short- and long-term goals
- 1.3. Customize and target support to meet needs

2. Domain: Talent Development

- 2.1. Recruit, develop, retain, and sustain talent
- 2.2. Target professional learning opportunities
- 2.3. Set clear performance expectations

3. Domain: Instructional Transformation

- 3.1. Diagnose and respond to student learning needs
- 3.2. Provide rigorous evidence-based instruction
- 3.3. Remove barriers and provide opportunities

4. Domain: Culture Shift

- 4.1. Build a strong community intensely focused on student learning
- 4.2. Solicit and act upon stakeholder input
- 4.3. Engage students and families in pursuing education goals

Overview of the Diagnostic Review Process

Phase One: Self-Reflection

- March, 2019 - Eight members of the school leadership team completed a self-assessment
- 73 members of the school's instructional team completed the Comprehensive Assessment of Leadership for Learning (CALL) survey

Phase Two: Quantitative Data and Artifact Review

- The WestEd Team analyzed data from the following sources:
 - The school's report card (found on the NHDOE's iPlatform)
 - Enrollment
 - Student demographics
 - Achievement on state assessments
 - School submitted data
 - Discipline referral reports
 - STAR 360 Math and Reading results
 - AimswebPlus results

Phase Three: On-Site Visit

- On April 17, 2019 The WestEd Team conducted interviews with the following groups:

- school- and district-level administrators
- board members
- Teachers
- student support professionals
- Parents
- community members

After the interviews were completed, the review team triangulated data from all phases of review to identify one area of strength to leverage in schoolwide planning and three high-leverage needs to target for improvement.

Findings:

Area of Strength

The school consistently engages families and community stakeholders to work collaboratively to support students' education.

Related Four Domains Practices:

- 4.1. Build a strong community intensely focused on student learning
- 4.3. Engage students and families in pursuing education goals

Data from all three phases of the diagnostic review process revealed that the school has a strong sense of community and collective commitment, both inside and outside of the school, to serving students. In particular, a range of school staff and community members noted collaborative efforts to provide enrichment programming. One community stakeholder stated that the school has a lot of unique opportunities for students, before and after school (e.g. Duncan-Jenkins Trust Fund activities, clubs, STEAM camps), provided at no cost for students. This strength can be leveraged to support the school's improvement planning by tapping into the collaborative culture and the willingness of various stakeholders to work with school leadership around improvement efforts.

Supporting data include:

- In the self-assessment, leaders commented that "efforts [are] made to support more schoolwide events and assemblies to help create a stronger sense of community for students and staff" and that staff are very dedicated.
- On the CALL survey, 65% of respondents said visitors to the school are welcomed (Item 4.3.40), and 64% said there is sufficient time for parents and teachers to have meaningful discussions during parent-teacher conferences (4.3.30)
- In the focus groups, one stakeholder mentioned that the Duncan-Jenkins Trust Fund is now at \$9 million and that this source has supported various cultural enrichment opportunities and experiences for students, such as bringing in African drummers, a field trip to the Boston Museum of Science, after-school clubs (Lego, Greek mythology, drama), and an artist in residence, and includes teacher enrichment funds.
- Another stakeholder commented that "the community members and organizations really collaborate" (e.g., PTO with before-/after-school program and Title I partner to provide a family night).

High-Leverage Needs to Target for Improvement

1. **Make performance expectations clearer to staff and improve structures and opportunities for teachers to receive training, coaching and feedback.**

Related Four Domains Practices:

- 2.2. Target professional learning opportunities
- 2.3. Set clear performance expectations
- 3.2. Provide rigorous evidence-based instruction

Analysis of the diagnostic data revealed that staff are unclear as to what is expected of them and how their performance is measured. For example, one stakeholder commented that there “is no clear expectation for how teachers deliver instruction to get students to their performance expectations.” Another stated that school leaders are dealing mostly with student behaviors and are not aware of what is going on instructionally in classrooms. These comments were corroborated by another stakeholder, who suggested that the school had too many ineffective teachers and did not have protocols for dealing with this issue. Despite these concerns, some staff articulated a desire to receive feedback that is more frequent and actionable so that they can improve for their students.

Supporting data include:

- The self-assessment included the following statements: “lack of follow-through with specific professional development,” “lack of time for administrators to go into classrooms,” and that consistency is a challenge.
- On the CALL survey, 30% of respondents indicated that holding teachers and others accountable for achieving high levels of teaching and learning is “very” or “extremely” important to leaders in their school (Item 2.3.10).
- Thirty-eight percent of CALL respondents indicated that the formative feedback that they received included specific, critical examples from their teaching practices, and provided meaningful suggestions on how to improve (Item 2.3.30b). No respondents said the formal evaluation process for teachers significantly improves teaching practices for “almost all teachers” in the school; 51% responded “I don’t know” to this item (2.3.40).
- Comments from the focus groups included the following in relation to teacher feedback:
 - “Principals have to do the minimum contractually, but they’re not focused on high-quality . . . they just plug in checks, ‘doing this great, that great’ . . . but it doesn’t tell me actionable feedback for moving forward.”
 - “Teachers aren’t held accountable.”
 - “The principals aren’t in the classrooms much; they don’t know what’s going on in terms of instruction [because] they’re so bogged down with behavior.”

2. Increase alignment of curriculum, instruction, and assessment to standards to improve consistency of instructional rigor and academic expectations within and across classrooms and allow for teachers and support staff to develop expertise with innovative and engaging instructional practices across the curriculum.

Related Four Domains Practices:

- 2.2. Target professional learning opportunities
- 2.3. Set clear performance expectations
- 3.1. Diagnose and respond to student learning needs
- 3.2. Provide rigorous evidence-based instruction

Data from the diagnostic review indicate misalignment among standards, curriculum, instruction, and assessment, and inconsistency in teachers’ use of best practices to ensure access and success for students at all levels. This finding is corroborated by local achievement data from the Star 360, on which 37% and 44% of students demonstrated proficiency in math and reading, respectively. While teachers appear to be familiar with their standards, they expressed confusion as to how the standards drive and support all aspects of teaching. Another area of confusion is how standards inform rigor and define appropriate performance expectations for students. One stakeholder also expressed concern about math and ELA materials being out of date.

Supporting data include:

- Comments from the self assessment included the following:
 - “Need to align instruction and assessment to the standards.”
 - “Lack of understanding of Common Core State Standards in some grade levels, how to teach and assess and report out on the standards.”
 - “Lack of uniformity and consistency of instruction, sometimes within a grade level.”
- On the CALL survey, 12% of respondents said there is cognitive and content alignment among standards, curriculum, and assessments (Item 3.2.50), and no respondents said that school leaders create effective job-embedded opportunities to identify and address gaps in alignment. Twelve percent said that school leaders use professional development time to lead all staff in exercises to identify and address gaps in alignment (Item 3.2.60).
- The following are comments from the focus groups:
 - “We need to push data-driven instruction so that what we’re teaching is tied to the standards.”
 - “There’s a lot of effort being put forth, but there’s no consistency and continuity. There are people here who work very hard and are attempting to do the very best they can, but with very little alignment with others across and between grade levels.”
 - “We need consistency with curriculum, both in terms of it being developed and instructional delivery.”
 - “We can’t all be doing something different — we never fully embrace the curriculum we have, and I see people teaching things that aren’t at their grade.”

3. Increase behavior support systems practices, and instruction, at the classroom and schoolwide levels, that encourage a focus on learning and self-regulation, address student social-emotional needs, and decrease classroom and school community disruptions.

Related Four Domains Practices:

- 1.3. Customize and target support to meet needs
- 2.3. Set clear performance expectations
- 3.3. Remove barriers and provide opportunities
- 4.1. Build a strong community intensely focused on student learning

Although the school has recently been focused on supporting students’ social-emotional learning, the diagnostic review data showed that student discipline is addressed inconsistently by a range of school staff and that the effort and time needed to address student discipline has decreased staff focus on instruction and student learning. There were more than 1,900 discipline referrals between August 2018 and March 2019, with 668 referrals for “disruptive/inappropriate behavior.”

Supporting data include:

- In the self-assessment, one respondent stated that consistency of behavioral and academic expectations across and within grade levels is a challenge. Another commented that “behavior is a major challenge that is interrupting classroom instruction.”
- On the CALL survey, no respondents indicated that the school’s discipline policies are “very” or “extremely” effective in eliminating disruptive behavior (Item 4.1.31), and 13% said the school’s discipline policies are “very” or “extremely” effective in addressing behavioral concerns in a timely manner (Item 4.1.32). In addition, 36% of respondents said programs that focus on establishing clear, positive behavioral expectations for students are “developed and actively used,” with only 3% saying these programs are “developed, actively used, and shown to improve student learning” (Item 4.1.50).
- The following stakeholder comments corroborate the school’s challenges with student behavior:
 - “Parents call angry when they’ve heard a class has been evacuated and that child ends up right back in the classroom.”
 - “We spend a lot of time dealing with Tier 2 and Tier 3 behaviors, so the other students get

- short shift.”
- o “The behaviors kill me on a daily basis.”
- o “Behaviors are the biggest struggle for me.”

Questions for Further Consideration

In addition to the specific areas listed in the previous section, the following questions should be considered as the school moves into planning for improvement:

- Who can take responsibility for setting clear performance expectations for staff? How will that person determine and communicate those expectations? How will staff be assessed or held accountable for achieving performance expectations?
- How can high-performing teachers be leveraged to expand their positive influence outside of their own classrooms?
- How can teachers determine each individual student’s learning needs? What tools, systems, and structures need to be established to do so?
- How might alignment of instruction with standards be facilitated? What training will teachers need?
- How might the school benefit from soliciting input from stakeholders regarding student expectations and behavior? What tools and structures need to be created in order to solicit input on how to promote a focus on student learning and prevent disruptive behaviors? Who would be responsible for developing and distributing these tools and structures?

DATA GOVERNANCE AND SECURITY

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information – Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information – Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

B. Information Security Officer.

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will work with the both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

The Superintendent may designate an alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

C. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

- a. An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
 - b. A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
 - c. Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);
 - d. A response plan for any breach of information; and
 - e. requirement for a service provider to meet or exceed standards for data protection and privacy.
2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated into the data/record retention schedule established under District policy **EHB** and administrative procedure **EHB-R**, including but not limited to, provisions relating to Litigation and Right to Know holds as described in District policy **EHB**.

J. Consequences

Employees who fail to follow the law or District policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District **Superintendent or designee** may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Appendix – EHAB-R HDSB Data Governance Manual**Legal References:**

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)
20 U.S.C. § 1232g Family Educational Rights and Privacy Act (FERPA)
20 U.S.C. § 1232h Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. § 1400-1417 Individuals with Disabilities Education Act (IDEA)
20 U.S.C. § 7926 Elementary and Secondary Education Act (ESSA)
RSA 189:65 Definitions
RSA 186:66 Student Information Protection and Privacy
RSA 189:67 Limits on Disclosure of Information
RSA 189:68 Student Privacy
RSA 189:68-a Student Online Personal Information
RSA 359-C:19-21 Right to Privacy/Notice of Security Breach

Policy Adoption & Revision History:

Policy Committee Review: 5/28/19

First Reading: 6/3/19

Second Reading:

Final Approval:

**INSTRUCTIONAL MATERIALS RESOURCES AND
INSTRUCTIONAL RESOURCES PLAN**

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. ~~Online materials, print materials, manipulatives, equipment, and instructional technologies will be used~~ **All instructional resources will be selected based on their ability** to provide quality learning experiences for students ~~in that they~~:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. **Present opposing sides of controversial issues;**
5. **Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;**
6. **Are current;**
7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; **and**
8. Be matched to the appropriate skill levels of pupils.

Administrators and teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

- a. **Accessing information efficiently and effectively;**
- b. **Evaluating information and sources critically and competently;**
- c. **Citing sources and not plagiarizing;**
- d. **Using information accurately and creatively;**
- e. **Pursuing information related to personal interests;**
- f. **Appreciating literature and other creative expressions of information;**
- g. **Striving for excellence in information-seeking and knowledge generation;**
- h. **Recognizing the importance of information to a democratic society;**

- i. Practicing ethical behavior in regard to information and information technology; and**
- j. Participating effectively in groups to pursue and generate information.**

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies shall be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Instructional resources maintained by the District shall be catalogued and classified in accordance with applicable NHDOE rules, and should be managed under policies and procedures designed to maximize their use.

Instructional Resources Plan

The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instruction resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable NHDOE requirements (currently found at NHDOE Ed. 306.08(a)(4) and (b)), and should be presented to the School Board every 3 (three) years for periodic review.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.08, Instructional Resources

NH Code of Administrative Rules, Section Ed 306.141(a)(4), Instructional Materials and Resources

Policy Adoption & Revision History:

First Reading: 11/07/05

Second Reading: 12/19/05

Board Approval: 01/03/06

Policy Committee Review: 05/28/19

Board Approval of Revision:

Ed 306.08 Instructional Resources.

(a) The local school board shall require that each school:

(1) Provides a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population;

(2) Provides that instructional resources are, as appropriate:

a. Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2005 update as referenced in Appendix II;

b. Organized to make them accessible to students and staff;

c. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and

d. Utilize community resources;

(3) Provides instructional resources to all students and staff from designated space(s) in each school, including:

a. Ready access to instructional resources, including those available online or through interlibrary loan;

b. Instruction in:

1. Accessing information efficiently and effectively;

2. Evaluating information and sources critically and competently;

3. Citing sources and not plagiarizing;

4. Using information accurately and creatively;

5. Pursuing information related to personal interests;

6. Appreciating literature and other creative expressions of information;

7. Striving for excellence in information-seeking and knowledge generation;

8. Recognizing the importance of information to a democratic society;

9. Practicing ethical behavior in regard to information and information technology; and

10. Participating effectively in groups to pursue and generate information; and

c. Activities to promote the development of reading, viewing, and listening skills; and

(4) Implements a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the curriculum.

(b) At a minimum, the plan implemented under (a)(4) above shall:

(1) Provide an analysis and assessment of the present instructional resources based on:

- a. The needs of the user population and the curriculum;
- b. Accessibility of instructional resources to all students and staff;
- c. Strengths and weaknesses of the present instructional resources; and
- d. Resources available within the district, the local community, and beyond;

(2) Reflect developing instructional technologies; and

(3) Establish priorities, criteria, timelines, and procedures for the selection, acquisition, maintenance, and replacement of instructional resources which shall include but not be limited to:

- a. Online materials;
- b. Print materials;
- c. Equipment; and
- d. Instructional technologies.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.141 Basic Instructional Standards, July 1, 2015.

(a) The local school board shall require no later than July 1, 2015, that each school has an instructional program which includes the following:

- (1) A policy on homework, including its relationship to the grading system;
- (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;
- (3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193-C:3;
- (4) Instructional materials and resources matched to the appropriate skill levels of students;

(5) A policy that outlines how information and communication technologies literacy (ICT) will be integrated in a developmentally appropriate manner across K-12 instruction, and how the district and/or graduation competencies associated with ICT will be assessed either alone or in combination with other district and/or graduation competencies and assessments;

(6) A policy outlining how students will demonstrate achievement of district and graduation competencies including the awarding of credit for required subjects and open electives;

(7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; and

(8) A policy encouraging students to have a plan for summer activities that support student learning.

(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.

Source. #10556, eff 3-27-14 (from Ed 306.14)

P. O. Box 2190
Hillsboro, NH
03244-2190

SAU #34

603-464-4466
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Soaring to Excellence

Robert A. Hassett, M.Ed.
Superintendent of Schools

Patricia M. Parenteau, MS, CAGS
Assistant Superintendent

Jennifer L. Crawford, Ed.D.
Director of Curriculum, Instruction and Assessment

Loreal R. Schmidt, M.S.T.
Business Administrator

To: Members, Hillsboro-Deering School Board
From: Mr. Robert A. Hassett, Superintendent of Schools
Date: June 17, 2019
Re: Appointments, Leaves and Resignations - Teachers & Administrators

The following resignations, leaves, and appointments of teachers have occurred since the June 3, 2019 School Board meeting:

RESIGNATIONS:

Bethany Cooper – HDMS Grade 7 Writing Teacher, resignation effective 6/30/19

LEAVES: None

TRANSFERS/CHANGE OF ASSIGNMENTS: None

APPOINTMENTS:

Melissa Muzzy - HDHS Special Education Coordinator, salary \$80,000, full-time, 220 days/year, effective 7/1/19, NH certification in Special Education Administrator, Principal, Reading & Writing Specialist, General Special Education and Elementary Education (K-6).

Brooke McLain – HDES School Nurse, salary track B, step 12, salary \$56,777, effective 7/1/19, holds NH Registered Nurse License; NH DOE certification as School Nurse pending.

Sarah Button – HDMS Grade 8 Math Teacher,

Kelly Dinsmore – HDHS Tutor, \$35.00/hour, 4 hours/week, effective 5/29/19-6/3/19

Danielle Parenteau – HDES Preschool Facilitator, \$3,000 stipend, effective for 2019-20 school year.

Emily Porter – HDES ESY Speech and Language Pathologist, \$45.00/hour for 22 hours, effective 7/22/19-8/15/19

Alicia Flagg – HDES ESY Speech and Language Assistant, \$25.50/hour, 15 hours/week, effective 7/29/19-8/15/19

Brooke McLain - HDES Title I Camp Registered Nurse, \$35.00/hour, 28 hours/week, effective 7/29/19-8/15/19

Eliza Tasker-Smith – HDMS ESY Special Education Teacher, \$35.00/hour for 41 hours, effective 7/30/19-8/15/19

HDHS ESY/Summer Program Teachers, \$35.00/hour, 12 hours/week, effective 7/30/19-8/1/19:

Karla Luhtjarv

Marilyn Knapp

Steve Cousens

HDES Extended School Year (ESY) Special Education Teachers, \$35.00/hour, hours increased from 16 to 30 hours/week, effective 7/29/19-8/15/19:

Meagan Willett

Kathleen Weschsler

HDHS Summer Transition Program - \$35.00/hour, for 25 hours, effective 7/1/19-7/12/19:

Michael Boucher – School Counselor

John Bramley – Math Teacher

Jacob Roth-Ritchie – English Teacher

Jennifer Blaschik – Special Education Teacher

James McCabe – Social Studies Teacher

Kellt Dinsmore – Science Teacher

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Loreal R. Schmidt, M.S.T.
Business Administrator

To: Hillsboro-Deering School Board Members
From: Mr. Robert A. Hassett
RE: **For Information Only** – Appointments, Leaves & Resignations of Staff
Date: June 17, 2019

Resignations: None

Leaves: None

Transfers/Change of Assignments: None

Appointments:

Jodi Wightman - HDMS ESY Special Education Paraeducator, \$16.45/hour, 9 hours/week, effective 7/30/19-8/15/19

Wanda Anctil – HDHS Summer Transition Program Paraeducator, \$17.42/hour, for 20 hours, effective 7/1/19-7/12/19

HDES Extended School Year (ESY) Special Education Paraeducators, hours increased from 12 to 24 hours/week, effective 7/29/19-8/15/19:

Carolyn Lischke – \$17.42/hour

Rachael Stinson - \$15.10/hour

Amy Crotto - \$15.99/hour, 24 hours/week

Alicia Flagg – \$17.66/hour, 11 hours/week

Hillsboro-Deering School District

Monthly Statement for the Period 05/01/2019 through 05/31/2019

Notes

Income	MTD	YTD Actual	Budget
Local Tax Revenue	\$ 944,358	\$ 10,011,148	\$ 13,218,784
State Sources	116,767	7,621,770	7,731,879
Tuition	-	918,614	1,685,655
Transportation	-	13,538	15,000
Miscellaneous Revenue	213,241	223,282	-
Other Revenue	10,000	40,000	40,000
Federal (Medicaid) Revenue	10,211	137,036	125,000
Transfer from Expendable Trust	-	-	-
Total Income	\$ 1,294,577	\$ 18,965,388	\$ 22,816,318

B

Expenses	Amount	Unencumbered	%
Salaries	\$ 945,797	\$ 1,795,389	3.38%
Benefits	432,610	895,879	7.03%
Purchased Services	56,650	210,076	13.95%
Property	108,144	284,690	0.88%
Debt & Transfer	-	50,000	0.00%
Transportation	73,182	105,681	2.51%
Supplies	49,532	123,283	-26.56%
Total Expense	\$ 1,665,915	\$ 3,464,998	3.81%

A

Approved Budget	\$ 22,816,318
Addition to Tech Trust	50,000
Purchase Truck	25,000
Total Budget	\$ 22,891,318

Notes

A. The overage includes the cost of the window film and cameras for which we will receive partial reimbursement from the NH Security Fund Projects have been completed and final payment made, so reimbursement will be sought. This will be in the revenues when received.

B. Includes Hopkinton contribution for football, FSA refund to district and miscellaneous activity.

HILLSBORO-DEERING SCHOOL DISTRICT

Budget Journal Entries Report

Fiscal Year: 2018-2019

Type: Budget Journal

From Date: 5/1/2019 To Date: 05/31/2019

Line	Entry Number	Entry Date	Account	Line Memo	Batch / Reference	Check #	Voucher	Journal Debits	Journal Credits	User ID
107										
	1	05/03/2019	to cover travel costs for special programming	ALT SCHOOL TRAVEL		Check Number		Adjustment	\$1,200.00	1168.Ischmidt
	2	05/03/2019	10.1200.050.580.3	ALT SCHOOL HS - SUPPLIES		Check Number			\$0.00	(\$1,200.00)
									\$1,200.00	(\$1,200.00)
108										
	1	05/06/2019	cover expenses for spec ed	Alt Programming Supplies		Check Number		Adjustment	\$52.00	1168.Ischmidt
	2	05/06/2019	10.1200.050.610.2	Spec Ed Tutoring		Check Number			\$0.00	(\$52.00)
									\$52.00	(\$52.00)
110										
			TO COVER COSTS OF PASSPORT MONITORING					Adjustment		1168.Ischmidt
			SYSTEM AND TRAIN THE TRAINER FOR STOP THE BLEEDING PROGRAM							
	1	05/14/2019	10.2130.000.730.1	NURSE EQUIPMENT - ES		Check Number			\$635.00	\$0.00
	2	05/14/2019	10.2130.000.330.1	NURSE PROF SERV- ES		Check Number			\$116.33	\$0.00
	3	05/14/2019	10.2130.000.230.1	NURSE NH RETIREMENT ES		Check Number			\$0.00	(\$751.33)
	4	05/14/2019	10.2130.000.730.2	NURSE EQUIPMENT- MS		Check Number			\$635.00	\$0.00
	5	05/14/2019	10.2130.000.330.2	IMPACT PACKAGE 3		Check Number			\$0.00	(\$415.00)
	6	05/14/2019	10.2130.000.211.2	GAMACHE, SHARON P		Check Number			\$0.00	(\$220.00)
									\$1,386.33	(\$1,386.33)
111										
	1	05/14/2019	To cover ARCOM costs	Technology Supplies		Check Number		Adjustment	\$1,955.00	1168.Ischmidt
	2	05/14/2019	10.2220.000.610.0	TECHNOLOGY SOFTWARE		Check Number			\$0.00	(\$1,955.00)
									\$1,955.00	(\$1,955.00)
113										
			To cover year end recognitions and other board expenses.					Adjustment		1168.Ischmidt
	1	05/21/2019	10.2310.000.890.0	SCHOOL BOARD MISC EXPENSES		Check Number			\$1,000.00	\$0.00
	2	05/21/2019	10.2310.000.380.0	AUDIT FEES DISTRICT		Check Number			\$2,904.00	\$0.00
	3	05/21/2019	10.2310.000.340.0	CHECKLIST & BALLOT CLERK DISTRICT		Check Number			\$83.41	\$0.00
	4	05/21/2019	10.2310.000.331.0	CONSULTANTS		Check Number			\$0.00	(\$3,987.41)
									\$3,987.41	(\$3,987.41)
117										
	1	05/22/2019	To cover year end supplies	SUPPLIES MS		Check Number		Adjustment	\$1,500.00	1168.Ischmidt
	2	05/22/2019	10.1100.000.610.2	TRANS FIELD TRIPS MS		Check Number			\$0.00	\$0.00
									\$1,500.00	(\$1,500.00)
122										
			To cover costs for Boothby Psych services					Adjustment		1168.Ischmidt
	1	05/30/2019	10.2140.000.330.1	PSYCH PROF SERVICES ES		Check Number			\$3,600.00	\$0.00
	2	05/30/2019	10.1200.000.560.1	SPED OUT OF DISTRICT TUITION ES		Check Number			\$0.00	(\$3,600.00)
									\$3,600.00	(\$3,600.00)

**HILLSBORO-DEERING SCHOOL BOARD
REGULAR MEETING
Monday, May 20, 2019 – 6:15pm
Hillsboro-Deering Elementary School Media Center**

MINUTES

In Attendance:

Board Members:

Rich Pelletier
Paul Plater
Chris Bober
Kathryn McGinn
Herla Iadonisi

Administration:

Robert Hassett, Superintendent
Lori Schmidt, Business Administrator
Patricia Parenteau, Assistant Superintendent
Jennifer Crawford, Director of Curriculum
Instruction and Assessment

Student Representative - Josh
Marshall

A. Call Meeting to Order

1. Chair McGinn called the regular meeting to order at 6:16pm

B. Pledge of Allegiance

Chair McGinn led the Pledge of Allegiance and a moment of silence. She thanked everyone for attending the meeting and stated that the meeting was being recorded and will appear on the internet.

C. Discussion of school Funding – Rep. Marjorie Porter

1. House goal
 - a. Majority party made a list of priorities at the beginning of this term
 1. School funding was at the top of the list - 3 prong approach was adapted
 - a. Immediate assistance to schools that are struggling
 - i. Bring stabilization grants back to 2016 levels
 - b. Bring back differential aid to districts that need it most
 - c. Established independent School Funding Commission
 2. The House kept the education trust fund
 3. Reinstated Building Aid
 4. Fully funded Kindergarten
 5. House budget included \$160 million more in education funding than the governor's' budget
 2. Budget process will be an interesting one this year
 3. The adequacy formula has not changed, and it is making it difficult for schools to provide an adequate education

4. Hassett
 - a. Recognized Rep. Porter for all she has done for this district
 - b. NH Retirement System - Is there any hope the state will reinstate their aid to the NHRS
 1. A bill passed the House that would bring it back to 15%, 25%
 - c. Stabilization fund - 4% each year for 25 years
 1. The original idea was that this would be phased out
 - d. Special Education Aid - We have been receiving around 60% of what the formula says we should get
 1. 100% was put in the budget, but it depends on the final budget that is passed
 - e. Building Aid
 1. There is hope, but feels that will be one of the first things the Senate cuts out
5. What do you feel is the most important thing we should fight to keep in the budget?
 - a. The Conval case includes a formula that would be beneficial to this community.

D. Student Report – Joshua Marshall

1. High School
 - a. Speaker came to campus to talk about driving safety
 - b. Prom was on Saturday
2. Believes the student body president will be stepping in as the next student representative

E. Correspondence

1. Letters to the local paper from students
 - a. have been published
2. Alex Luhtjarv
 - a. Thank you letter to the board for the end of year appreciation events
 1. Lunch, t-shirts
3. Jill Cover
 - a. Thank you for lunch

F. Recognitions

1. Josh Marshall
 - a. Last board meeting
 - b. Presented him with a plaque and served cake in his honor

G. Meeting Called Back to Order @ 6:55

H. Presentations

1. None

I. Public Comment

1. John Segedy

- a. Just because we pay off one building, that does not mean you need to find another project to spend money on.
- b. Asks the board to please stop doing this, and asks the board to tell their superintendent to please stop doing this

J. School Board Response to Public Comment

- 1. Plater - We have 4 buildings if you count the old building

K. Board Discussion Items

- 1. Policy DAF Administration of Federal Grant Funds - Second Reading
- 2. Summer Retreat - (Date, location, topics)
 - a. Talking about July 15 @ 6:30 pm W/ July 16th as a potential overflow date
 - b. Location?
 - c. Topics
 - 1. Community Outreach
 - 2. Increasing Test Scores
 - a. Goals?
 - 3. Goal Setting
 - 4. Curriculum Review
 - 5. Team Building - 5 board members
 - 6. Self Assessment
 - 7. Review/Reflect on Goals from last year
- 3. Need to have a non-meeting to discuss support staff negotiations
 - a. May 29 or 30th or June 4th?
 - b. 6:30- 8:30pm

L. Superintendent's Report

- 1. Appointments, Leaves and Resignations
 - a. see attached sheet
- 2. SCCATE - School Compassionate Cultural Analytical Tool for Educators - Jim O'Rourke
 - a. 2 Principals were accepted into Fellowship @ Yale
 - b. Creating a trauma sensitive classroom
 - c. Staff were given a survey (HS, MS, Elm, Washington)
 - i. to help identify strengths and needs, and Plan professional development and interventions
 - d. Working on developing support systems for students dealing with past traumatic experiences.
 - e. Questions
 - i. use of data?
 - 1. Will use the data to identify areas of need
 - 2. Have the support of the program at Yale to accomplish this
 - ii. Do we reach out to our seniors after they graduate?
 - 1. There are teachers who bring past students back to talk to de underclassman about their experiences after leaving the HS.
 - f. Research will be done in January and a report will be published by Yale.

3. Podcast celebrate Ed - Jim O'Rourke
 - a. Came out May 3rd
 - b. Over 600 people have listened in
 - c. On itunes, google play, where podcasts are available
 - d. Asking the board to grant intellectual property rights in the event he leaves the district.
 - i. Will need a vote
4. Overnight Field trip - HDHS Young Writers Conference, Champlain College, 5/24 -26, 2019
 - a. One student was selected to attend this year
 - i. The parents will transport the student
5. Business Administrator's Report
 - a. Financial Report
 - i. Deering has made their payment
 - ii. Hillsboro's payment will be posted soon
 - iii. Working on closing things
 - iv. Will have a prelim report at next board meeting
 - b. Audit update
 - i. Will have the report at the next board meeting

M. Minutes –April 15, 2019 and May 6, 2019 regular meetings

1. April 15, 2019 Regular meeting
 - a. Bober moved to accept the minutes of April 15, 2019 as written. Iadonisi
Seconds. Motion passed 5-0
2. May 6, 2019 Regular Meeting
 - a. Bober moved to accept the minutes of May 6, 2019 as written. Iadonisi
Seconds. Motion passed 5-0

N. Public Comment

1. None

O. School Board Response to Public Comment

1. None

P. Action Items

1. Appointments, Leaves and Resignations
 - a. Bober moved to accept the Appointments, Leaves and Resignations as presented. Pelletier seconds. Motion passed 5-0
2. Policies requiring Board Action
 - a. DAF Administration of Federal Grant funds - Second Reading
 - i. Bober moved to approve the second reading of the DAF Administration of Federal Grant funds policy as written. Pelletier seconds. Motion passed 5-0
3. Overnight Field Trip - HDHS Young Writers Conference, Champlain College, 5/24 - 26/2019

- a. Plater moved to accept the overnight field trip - HDHS Young Writers Conference, Champlain College, 5/24 - 26/2019 as presented. Second by Bober. Motion passed 5-0
- 4. Podcast Celebrate Ed.
 - a. Plater moved to grant full intellectual property rights of “CelebratED” Podcast to JTHREE Media Productions. Motion seconded by Iadonisi. Motion passed 5-0

Q. Non-Public Session – RSA 91-A:3 II (a) @ 8:00pm

- 1. Bober moved to go into Non-Public session citing RSA 91-A:3 II (a). Second by Pelletier. Motion passed 5-0 @8:00pm
- 2. Role Call:
 - a. Rich Pelletier
 - b. Herla Iadonisi
 - c. Chris Rober
 - d. Kathryn McGinn
 - e. Paul Plater

R. Call Back to Order

- 1. Chair McGinn called the regular meeting back to order @ 8:45pm

S. Action Following Non-Public Session

- 1. Pelletier moved to seal the minutes from the non-public session citing RSA 91-A:3 II (a). Bober seconds. Motion passed 5-0

T. Adjournment

- 1. Motion to adjourn made by Bober Second by McGinn Motion passed 5-0 at 8:46pm

Respectfully Submitted,
Megan Fleagle

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03244-2190

SAU #34

Soaring to Excellence

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*Robert A. Hassett, M.Ed.
Superintendent of Schools*

*Patricia M. Parenteau, MS, CAGS
Assistant Superintendent*

*Jennifer L. Crawford, Ed.D.
Director of Curriculum, Instruction and Assessment*

*Loreal R. Schmidt, M.S.T.
Business Administrator*

To: Members, Hillsboro-Deering School Board
From: Mr. Robert A. Hassett, Superintendent of Schools
Date: May 20, 2019 - revised
Re: Appointments, Leaves and Resignations - Teachers & Administrators

=====

The following resignations, leaves, and appointments of teachers have occurred since the April 15, 2019 School Board meeting:

RESIGNATIONS:

Helene Newbold – HDMS Math Teacher, retirement effective 6/30/19
Vicky Wheeler – HDES Kindergarten Teacher, resignation effective 6/19/19

LEAVES: None

TRANSFERS/CHANGE OF ASSIGNMENTS:

Katelyn Cashorali – Transfer from HDHS French Teacher to HDHS School to Career Coordinator, salary track M+20, step 6, salary \$58,296, effective 7/1/19.

APPOINTMENTS:

Hannah Murdough – HDES Long-Term Substitute Computer Teacher, \$193.45/day, effective 5/9/19-6/18/19, pending NH certification Elementary Education.
Kaitlyn Bergstresser - HDES Long-Term Substitute Kindergarten Teacher, \$193.45/day, effective 5/13/19-6/18/19, pending NH certification Elementary Education.
Kelley Williams – HDHS Summer School/Extended School Year/Summer Program Teacher, \$35.00/hour, 12 hours/week, effective 7/30/19-8/15/19.
HDMS Extended School Year Special Education Teachers, \$35.00/hour, 12 hours/week, effective 7/30/19-8/15/19:
 Amanda Conley
 Jessica Granger
HDES Extended School Year Special Education Teachers, \$35.00/hour, 16 hours/week, effective 7/29/19-8/15/19:
 Meagan Willett
 Kathleen Weschsler
 Sara Bowley
 Veronica Hytner
 Brooke LePage
Meghan Henry – HDES Title I Summer Camp Teacher, \$35.00/hour, up to 100 hours, effective 7/1/19-8/16/19
Karen Espinoza – HDES Title I Summer Camp Teacher, \$25.00/hour, up to 100 hours, effective 7/1/19-8/16/19

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Equal Opportunity Employer/Equal Educational Opportunities*

SCHOOL ADMINISTRATIVE UNIT #34
Deering, Hillsboro, Washington and Windsor

**HILLSBORO-DEERING SCHOOL BOARD
REGULAR MEETING**

**Monday, June 3, 2019 6:15pm
Hillsboro Deering Elementary School Media Center**

MINUTES

In Attendance:

Board Members:

Kathryn McGinn
Chris Bober
Paul Plater
Rich Pelletier
Herla Iadonisi

Administration:

Robert Hassett, Superintendent
Lori Schmidt, Business Administrator
Patricia Parenteau, Assistant Superintendent
Jennifer Crawford, Director of Curriculum
Instruction and Assessment

Student Representative - Amos Ek

A Call Meeting to Order

1. Chair McGinn called the regular meeting to order at 6:14pm

B. Pledge of Allegiance and Moment of Silence

Chair McGinn led the Pledge of Allegiance and a moment of silence. She thanked everyone for attending the meeting and stated that the meeting was being video and audio recorded and will appear on the district website, www.hdsd.org. A live stream video, in real time, can be viewed at www.townhallstreams.com.

C. Recognitions

1. Retirees
 - a. Katherine Channon – 35 years of service
 - b. Peter Dunbar – 23 years of service
 - c. Victoria Wheeler – 31 years of service
 - d. Helene Newbold - 9 years of service (in attendance)
 - e. Louis Yelgin – 4 years of service

Presented an award to Helene and had cake in the retirees honor

D. Correspondence

1. None

E. Student Report

1. Memorial Day assembly went well
2. Student voice is having difficulty finding people to fill the officer roles

F. Public Comment

1. John Segedy
 - a. Urges the board to return all of the surplus money to the taxpayers

G. School Board Response to Public Comment

1. None

H. Board Discussion Items

1. Live-Stream Video Recording of Board Meetings
 - a. We are still in our trial period. This meeting is the first one that everything is up and running
 - b. Will decide if we will continue with this at the next meeting
2. Policy Committee – Chris Bober
 - a. EHAB Data Governance and Security - First Reading
 - i. Need to include what context ‘District’ is in this policy
 - ii. Add to the definitions section?
 - iii. change on pg. 4, J. - change district to superintendent or designee
 - b. EHAA Computer Security, Email and Internet Communications - Revision
 - i. Updating terminology
 - c. IJ Instructional Resources and Instructional Resources Plan - Revision
 - i. Based on the language of the Ed. Rule
 - ii. Tabled to next meeting
 - d. DAF Administration of Federal Grant Funds – Final Approval
 - i. Will vote tonight
3. **DOE FY 2020 General Assurances**
 - a. Need to vote on this tonight
4. **Summer Retreat - Monday, July 15, 2019, 6:30-9:00 pm**
 - a. Community Relations - Iadonisi
 - b. Goal Setting - Plater
 - c. Team Building - McGinn,
 - d. Self-Assessment - Bober
 - e. Presentations for next year
 - f. Location TBD

I. Superintendent's Report

1. Appointments Leaves and Resignations

- a. see attached sheet
- 2. Business Administrator's Report
 - a. Audit Update
 - i. Will be included in the packet next meeting
 - b. Budget transfer request
 - i. Moving money from the HS Special Ed to HS Special Ed
 - ii. Attached sheet

J. Minutes – May 20, 2019 regular meeting

- 1. Tabled to next meeting

K. Public Comment

- 1. John Segedy
 - a. Minutes are required to be available within 5 days at the SAU office
 - b. Would like the board to commit to not spending surplus money this year since there has not been discussion to do so at this point

L. School Board Response to Public Comment

- 1. Pelletier
 - a. We do not have this information yet, so we cannot comment

M. Action Items

- 1. Appointments, Leaves and Resignations
 - a. Bober moved to approve the Appointments, Leaves and Resignations as presented. Iadonisi seconds. Motion passed 5-0
- 2. Policies Requiring Board Action
 - a. EHAB Data Governance and Security - First Reading
 - i. Bober moved to accept the first reading of EHAB Data Governance and Security as presented. Iadonisi seconds.
 - 1. Plater moved to change “district” on pg.4 paragraph 2 to “superintendent”. Pelletier seconds.
 - ii. Bober moved to accept the first reading of EHAB Data Governance and Security as amended. Motion passed 5-0
 - b. EHAA Computer Security, Email and Internet Communications – Revision
 - i. Bober moved to accept the revision of EHAA Computer Security, Email and Internet Communications as presented. Pelletier seconds. Motion passed 5-0
 - c. IJ Instructional Resources and Instructional Resources Plan – Revision
 - i. Bober moved to table the vote on this revision at the next meeting. Pelletier seconds. Motion passed 5-0
 - d. DAF Administration Of Federal Grant Funds – Final Approval

- i. Bober moved to accept the final approval of DAF Administration Of Federal Grant Funds as presented. Pelletier seconds. Motion passed 5-0
3. DOE FY 2020 General Assurances
 - a. Pelletier moved to accept the DOE FY 2020 General Assurances as presented. Bober seconds. Motion passed 5-0
4. Budget Transfer
 - a. Plater moved to accept the budget transfer of \$14,767.39 from the Special Ed Out of District Tuition HS to Tuition - HS line as presented. Bober seconds. Motion passed 5-0

N. Non-Public Session - RSA 91-A:3 II. (a)

1. Bober moved to go into non-public session citing RSA 91-A:3 II(a). Iadonisi second. Motion passed 5-0 at 7:07 pm.
 - a. Role:
 - i. Pelletier
 - ii. Bober
 - iii. McGinn
 - iv. Plater
 - v. Iadonisi

O. Call Back to Order

Chair McGinn called the regular meeting back to order at 7:19 pm.

P. Action Following Non-Public Session

1. Bober moved to seal the minutes from non-public session citing RSA 91-A:3 II (a). Pelletier seconds. Motion passed 5-0
2. Bober moved to have the Superintendent act on what was decided on in non-public session citing RSA 91-A:3 II (a). Iadonisi seconds. Motion passed 5-0

Q. Adjournment

Plater moved to adjourn. Bober seconds. Motion passed 5-0 at 7:19pm

Respectfully Submitted,
Megan Fleagle

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S A U #34

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To: Members, Hillsboro-Deering School Board
From: Mr. Robert A. Hassett, Superintendent of Schools
Date: June 3, 2019
Re: Appointments, Leaves and Resignations - Teachers & Administrators

The following resignations, leaves, and appointments of teachers have occurred since the May 20, 2019 School Board meeting:

RESIGNATIONS: None

LEAVES: None

TRANSFERS/CHANGE OF ASSIGNMENTS:

Michael Redmond - Assignment change from HDSID PC/LAN Analyst to HDSID Technology Program Coordinator, \$28.85/hour, 40 hours /week, 260 days/year, effective 7/1/2019

Kate Griffin - Assignment change from HDES Special Education Teacher to HDES Math Specialist, salary track M, step 12, salary \$66,836, effective 7/1/19, NH certification as Math Specialist

Karen Espinoza - Assignment change from HDES Title I Tutor to HDES Classroom Teacher, salary track B, step 3, salary \$43,515, effective 7/1/19, NH certification in Early Childhood Education (PK-2)

APPOINTMENTS:

Alexanter Conway - HDES Classroom Teacher, salary track B, step 3, salary \$43,515, effective 7/1/19, NH certification in Elementary Education (K-6)

HILLSBORO-DEERING SCHOOL DISTRICT

BUDGET TRANSFER REQUEST FORM

Requested by: Jim / Lori

Position:

Reason for Request: Cover cost of OOD Placement of Non-Identified Student

Entry	Account #	Account Name	Increase	Decrease
1	10.1100.000.560.3	TUITION - HIGH SCHOOL	\$14,767.39	
2	10.1200.000.560.3	SPED OUT OF DISTRICT TUITION HS		\$14,767.39
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
Total			\$14,767.39	\$14,767.39

Notes: All budget transfers must sum to zero. For longer budget transfer entries attach spreadsheet.

Approvals:

Date

Principal/Director

Business Administrator

Superintendent

School Board

Entered by:

[Signature]
[Signature]
[Signature]

5-31-19

5/31/19

5/31/19