

Windsor School District Annual Report 2021

Fiscal Year July 1, 2020 to June 30, 2021

**Proposed Budget for Fiscal Year
July 1, 2022 to June 30, 2023**

WINDSOR SCHOOL BOARD ORGANIZATION

Members of the School Board

Cindy Stosse , Chair	Term Expires 2024
Dave Robbins	Term Expires 2023
Laurie Hunt	Term Expires 2022

Officers of the School District

Treasurer	Kenneth Mathews
Moderator	Diane Hines
Auditor	Melissa Merrill
Clerk	Charlotte Hebert

Administration

Patricia M. Parenteau, MS, CAGS	Superintendent
Mary Henry, BS	Business Manager
Jennifer L. Crawford, Ed.D.	Director of Curriculum, Instruction & Assessment
Stacey Vazquez, Ed.S.	Director of Student Support Services

Town of Windsor

14 White Pond Road	Phone (603) 478-3292
Windsor, NH 03244	Fax (603) 478-3293

School Administrative Unit #34

P.O. Box 2190	Phone (603) 464-4466
78 School Street, third floor	Fax (603) 464-4053
Hillsboro, NH 03244	Email pparenteau@hdsd.org
	Website www.hdsd.org

Windsor School District
WARRANT
2022

The inhabitants of the School District of Windsor in the state of New Hampshire qualified to vote in School District affairs are hereby notified that the Annual School District Meeting will be held as follows:

Date: Tuesday, March 8, 2022

Time: 6:30pm

Location: Windsor Town Hall

Details: To act upon the following articles;

GOVERNING BODY CERTIFICATION

We certify and attest that on or before February 22, 2022, a true and attested copy of this document was posted at the place of meeting and on the SAU #34 website (www.hdsd.org) and that an original was delivered to the Town Clerk.

CINDY STOSSE Chair, Windsor School Board

DAVE ROBBINS Member, Windsor School Board

LAURIE HAMBLETON Member, Windsor School Board

ARTICLE 1. Election of Officers

To choose by non-partisan ballot the following School District officials:

One School Board Member for a 3-year term

Moderator for a one-year term

Clerk for a one-year term

Treasurer for a one-year term

Auditor for a one-year term

ARTICLE 2. Set Salaries of School Board, Agents, Officers

To determine and appoint the salaries of the School Board and fix the compensation of any other officers or agents of the District.

ARTICLE 3. Accept Annual Reports

To hear the reports of agents, auditors, committees or officers chosen and pass any vote relating thereto.

ARTICLE 4. Operating Budget

To see if the School District will vote to raise and appropriate the sum of of \$252,639 (two hundred fifty-two thousand, six hundred thirty-nine dollars) for the support of schools, the payment of salaries of School District officials and agents, and for the payment of statutory obligations of the District, or take any other action in relation thereto.

ARTICLE 5. Appropriation for SAU Budget

Shall the voters of the Windsor School District adopt a school administrative unit budget of \$1,209,921 (one million, two hundred nine thousand, nine hundred and twenty-one dollars) for the forthcoming fiscal year in which \$14,331 (fourteen thousand, three hundred thirty-one dollars) is assigned to the school budget of this school district? This year's adjusted budget of \$1,200,961 (one million, two hundred thousand, nine hundred sixty-one dollars) with \$14,225 (fourteen thousand, two hundred twenty-five dollars) assigned to the school budget of this school district, will be adopted if the article does not receive a majority vote of all the school district voters voting in this school administrative unit.

ARTICLE 6.

To transact any other business that may legally come before said meeting.

School Board Annual Report

The Town of Windsor is a member of School Administrative Unit 34 with three Windsor School Board Members participating in the workings of the SAU Board. Windsor has only one vote in total for any actions taken by the SAU Board.

As the Town of Windsor does not have a school of its own, the town pays tuition for each student and pays a share of the SAU expenses, including bussing. Most of our budget is determined by the state and the SAU Board. The calculations come from the DOE 25 that is filed with the state for Hillsboro-Deering. That gives the actual cost per student based on the expenditures for the previous fiscal year. The FY22 budget is using numbers from our 2019-2020 DOE 25.

In 2020 - 2021, Windsor had budgeted for 13 students attending school with 2 moving in October. In the year ahead, we estimate that 17 students will attend. As enrollment is finalized in August, a review will be made and appropriate adjustments made to the billing.

This past year saw two new members to our board and they were active members, learning as we went along. It was certainly an interesting year having meetings on Zoom as we dealt with the many effects of Covid-19.

We would like to extend thanks to Darlene Cuddy for serving on the Windsor School Board for decades and stepped back because there were two residents interested in serving.

We, as a board, will continue to represent the town to our best ability and strive to keep the budget fiscally responsible.

Respectfully submitted,

Cynthia Stosse, Chairperson
Dave Robbins, Member
Laurie Hambleton, Member

Introduction to the Annual Strategic Plan Report

The 2020-2021 academic year was unlike any other. After a nationwide pivot to full remote learning during the spring of 2020, our return to school in the fall implemented a combination of in-person, hybrid, and remote learning models. All members of the school community had to adapt to unexpected conditions, teaching and learning in unprecedented ways, using synchronous and asynchronous methods, while also being challenged to establish and maintain connections among students, families, and colleagues. Students, staff, and families were exhausted physically and emotionally during the 2020-2021 school year, but exhibited both persistence and resilience as they pushed forward and found the drive to make the school year successful in a very challenging time.

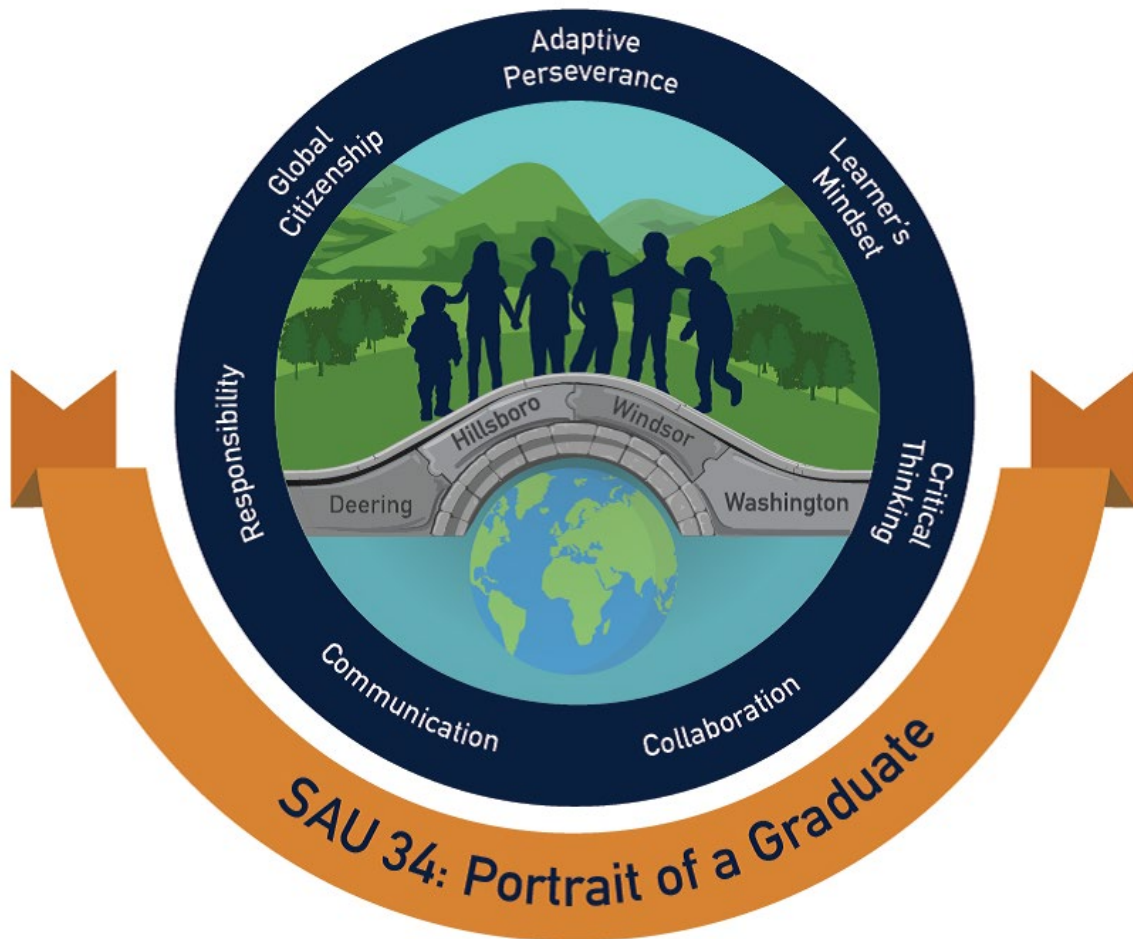
Strategic Planning is an essential foundation for progress, it ensures that our purpose is aligned to our vision and provides a clear plan for making that vision a reality. The SAU 34 Strategic Plan was adopted in the Spring of 2020 and lays out goals and objectives for the next five years. The SAU 34 Strategic Plan identifies three priority areas: Culture, Learning Environment, and Student Success. The goals and objectives for each Priority Area create a road map for the district to follow. This road map is used to identify and prioritize tasks and allocate resources.

Using the Strategic Plan as a framework, the following report outlines the work done in each of the three priorities areas during the 2020-2021 school year and identifies the intended next steps toward meeting the plans goals and objectives by the end of the 2024-2025 school year. The 2020-2021 school year did not unfold the way we envisioned as we developed the strategic plan, but the plan provided us with the guidance we needed to persist in moving forward.

We deeply appreciate the involvement of the entire school community as we continue to make progress and strengthen our schools so that our students are fully prepared to grow, develop, and discover their path.



School District Vision and Portrait of the Graduate



School District Mission

In partnership with our communities and families, SAU 34 empowers all students to grow in safe and caring learning environments that inspire creativity, curiosity, and connection.

STRATEGIC PLAN REPORT

Progress, Challenges and Plans for Each Priority Area

Priority Area - Culture

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

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

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

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

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

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

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

District Wide the goal is to 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. This is the core of what we believe.

Supported by the Project AWARE grant, we expanded our Mental Health and Wellness Teams and the work that they do to support all members of our school community. The Mental Health Team participated in training with trauma informed specialist Dr. Cassie Yackley. This training was also available to all members of the SAU 34 Re-Entry Planning Team. The training, in conjunction with other professional development, served as the springboard for creating and promoting on-line wellness resources, the reorganization and advertisement of online crisis supports, and the development of multiple ways, both virtual and in-person, for students to connect with school counselors and support staff throughout the school year.

The School Nursing Team was an essential component of the district's re-opening and pandemic response plan. The school nursing team actively collaborated with the New Hampshire Department of Public Health Services and the building administrative teams to implement the health and safety protocols recommended by the New Hampshire Department of Health and Human Services and the Centers for Disease Control, as outlined in the districts re-entry and pandemic response plans. The School Nursing Team, in collaboration with the administration in each building, spent significant time and effort on contact tracing, communicating with families and public health officials, and supporting the implementation of health screening protocols and pandemic mitigation measures. The team also continued to participate in and develop programs to promote the overall health and safety of students,

school personnel, and families. These programs included: onsite sports physicals, staff wellness challenges, vaccine clinics, and onsite CPR/AED and first aid training. The team continued to partner with community organizations such as the Lion's Club, Moose Club, and Knights of Columbus to organize "coats for kids", free on-site physicals, eye exams and glasses.

Kid Adventures Before and After School Program is instrumental in supporting families and students. While the pandemic limited the services the program was able to offer during the 2020-2021 school year, 114 students participated in Kid Adventures Before/Afterschool and 112 attended summer programs. Built on the program's strong school-family-community partnerships, the summer program collaborated with Hillsboro's Fuller Public Library to provide Summer "Camp in a Box" from June- August for children ages 0-grade 8. In August of 2020, the program was able to offer three weeks of in-person camp, with a strategic focus on providing elementary school students access to the program, especially those with high social/emotional needs and anxiety related to the return to school. After 15 years of eligibility for funding through a 21st Century Community Learning Center Grant (21st CCLC), the 2020-21 school year was the final year for Kid Adventures to receive funding from this source. In order for this necessary program to continue, it actively began the process for becoming a 501 (c)(3), non-profit organization.

Through reflective practice and guided by objectives of the strategic plan, the district leadership team recommitted to a focus on creating a quality, high performing, and personally rewarding culture for the district and in each individual school. SAU 34 continued to develop community outreach and expand those efforts so that the greater community has an accurate picture of the tremendous work that is happening all across the district. The district researched available tools and piloted a school culture and climate survey for all stakeholders. This provided data on community engagement and parent participation and the results were reviewed at both the district and individual school levels. The cultural focus of our work is to center the health and wellness of each member of the school community and provide support for physically, mentally, and emotionally healthy and balanced living.



Hillsboro-Deering Elementary School campus clean-up.

Hillsboro-Deering Elementary School emphasizes the essential nature of the connection between the school and families. H-DES utilizes a bi-monthly family newsletter to share information about the school goals, events, opportunities, and academic programming. They also regularly post highlights and celebrations to the school Facebook page and Twitter hashtag, #HDESPride. The Title I Family Education and Activity Nights (FEAN) have long been a cornerstone of the H-DES family engagement efforts. Due to the pandemic, the number of activities offered were limited, but the school was able to host a virtual parent information meeting on the important topic of understanding the impact of traumatic events on the brain and a student's ability to regulate emotions.

One of the Priority Goals established in the H-DES Comprehensive School Improvement (CSI) Plan states that by June of 2022, H-DES will 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 by developing a consistent social-emotional support structure and a system to monitor behaviors and interventions. In conjunction with district Mental Health and Wellness teams and supported by both CSI and Project Aware funding, H-DES has a Behavioral Health Team and a Tier I Team as part of the Multi-Tiered Systems of Support for Behavior (MTSS-B) that have improved and aligned the school wide behavior system to focus on positive behavioral interventions and support. These teams support building positive school culture, and increasing the sense of community and belonging for every H-DES student.



Hillsboro-Deering Middle School 8th Grade Celebration

Hillsboro-Deering Middle School, recognizing the impact the hybrid instructional model and the cohort grouping of students could have on school culture, worked to continuously reexamine protocols and procedures to ensure mechanisms were in place to provide students and families with as much support as possible while they navigated the 2020-2021 school year. Each day began with a twenty minute advisory period, allowing students the opportunity to get organized and receive information of the day as well as engage in regular team building activities. Grade level teams maintained careful records of student attendance (both in-person and remote), academic progress, technology concerns, and overall student wellness. These records were reviewed during weekly meetings with the administrative team, school counselor, and school psychologist in order to plan activities, supports, and interventions. Each grade level team coordinated communication efforts with students and their families. Extra meetings via video conferencing were regularly arranged for students struggling with remote learning.

While many of the social and cultural activities that anchor the student experience at H-DMS were unavailable during the 2020-2021 school year, the staff worked tirelessly to provide as many opportunities as possible within the parameters of the health and safety protocols. H-DMS offered three seasons of sports, with soccer in the fall, basketball in the winter, and both baseball and softball in the spring. Rather than participate in the typical tri-county league H-DMS competed against schools within a 30 mile radius, following a reduced schedule. Fans were able to attend both fall and spring season games which were outdoors. The Turkey Trot was held in a hybrid cohorted format, Winter Carnival competitions were held by cohorted grade level the week before Winter Break, and the Eighth Grade celebration was recorded and live streamed to all students, families, and friends to watch. The year was topped off with the first ever Cele-Banquet and Parade to send off the Hillsboro-Deering High School Class of 2026 in style.

Hillsboro-Deering High School: There is no question that the hybrid and remote learning models during the 2020-2021 school year were incredibly difficult for all members of the H-DHS community. Students, families, and staff all had to adapt to many challenging circumstances, not least of which was the loss of social time that is so important for adolescent development. The consistent review and revision of practices and priorities throughout the year led H-DHS to identify this essential question: *What values and actions will drive us toward making H-DHS the best school it can be for every student?* Through an on-going and collaborative process, H-DHS is forging a commitment to a stable, professional culture that identifies connections and aspirations of all school community members, creates personal pathways for students, and builds social emotional learning capacity while utilizing universal design, Tier I supports, and restorative practices.

Although the necessary health and safety protocols and procedures in place required many changes to the typical calendar of events and activities, the staff and students at H-DHS were able to persist and engage in many culturally important opportunities. H-DHS student athletes were able to compete in all three seasons of interscholastic athletic competitions and the New Hampshire Interscholastic Athletic Association honored fourteen Hillsboro-Deering High School Senior Scholar Athletes and three Hillcat Three Sport Athletes, a remarkable achievement in normal circumstances, made even more impressive through the challenges of the 2020-2021 school year. The Hillsboro-Deering High School Chapter of the National Honor Society was able to maintain their activity involvement in community service and outreach through a number of projects including the on-campus recycling program. The annual spring induction of new members was a well-attended and beautiful ceremony held outside. The H-DHS Yearbook “The Catalog” won the National Yearbook Program of Excellence Award for the 2021 edition with the theme “Unmasked.” The end of the school year allowed the opportunity to hold a number of events outside to mark the achievements of the student body, including Prom 2021 under the tent, the Class of 2021 Parade supported by all of the local fire and police departments, and a beautiful commencement ceremony for the class of 2021.



Priority Area - Learning Environments

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

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

District Wide the goal is to provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities. This is both the physical and virtual learning environment.

The primary focus during the summer of 2020 was to prepare the Hillsboro-Deering School District buildings for the return of students and staff. A tremendous amount of effort went into establishing the necessary health and safety protocols to mitigate pandemic risks. This included procuring the necessary sanitation and personal protective equipment supplies, as well as creating sanitizing and disinfecting protocols in alignment with EPA regulations and CDC and NH DHHS Guidance. The Heating, Ventilation and Air Conditioning (HVAC) building management systems were adjusted to increase the run time of units to flush air recirculation, while the air handling unit dampers were adjusted to allow for greater outside air flow and limit recirculation. Classrooms, cafeterias, and offices were reconfigured to comply with the requirements of physical distancing.

Over the past year and a half a number of infrastructure improvements occurred, including increasing the network bandwidth on the Hillsboro-Deering Campus, upgrading student and teacher devices, replacing outdated and obsolete equipment, and planning and beginning upgrades to air handling, hot water systems, and the general infrastructure of the buildings. Through the use of the additional federal grant money the timelines for many of these projects were accelerated. While sometimes at the mercy of supply chain issues and labor shortages that are part of pandemic life, the district is excited about the accomplishments and looking forward to upcoming projects such as the creation of outdoor learning spaces, upgrading furniture, completing the HVAC projects, and installing the touch screen displays throughout all learning spaces. The overwhelming majority of this work will be funded through federal grants.

Hillsboro-Deering Elementary School with the financial support and coordination of the H-DES Parent Teacher Organization, installed and opened a brand new, accessible playground. This addition is a wonderful asset to the school that will be enjoyed by the community for many years to come. Grant funding also provided for renovations to the nurse's office to accommodate a washer and dryer accessible to our families in transition. Air conditioning was installed in the Trapper Brown Wing, with upgrades to other areas of the building planned for the near future. Water bottle filling stations were installed throughout H-DES, allowing students access to potable water while maintaining the necessary protocols. H-DES began the systematic replacement of the outdated and underperforming overhead projectors with new interactive touch screen display units during the 2020-2021 school year. The remaining units were installed during the summer of 2021.

Hillsboro-Deering Middle School reconfigured their classroom spaces to utilize individual student desks, rather than the customary tables. The divider between the cafeteria and the gymnasium was

removed to allow each middle school grade to spread out the recommended six or more feet apart while having lunch. The middle school bell system was upgraded, allowing for safer, more reliable communication. All middle school courses utilized Google Classroom as a Learning Management System (LMS). This tool helped streamline communication between students, staff, and families.

Hillsboro-Deering High School reconfigured classroom spaces to ensure required physical distancing, in many instances classrooms were redesigned to utilize individual desks rather than tables or other flexible seating options. The high school began the year with students eating lunch in classrooms. When students returned to four days a week of in-person instruction in the spring, the gymnasium was reconfigured as a second cafeteria space to accommodate the necessary physical distancing for meal times. All high school courses utilized Google Classroom as a Learning Management System (LMS). This tool helped streamline communication between students, staff, and families.



Miss Cover's grade 3 class is reading mysteries.

Priority Area - Student Success

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

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

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

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.

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

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

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.

District Wide the goal is to 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. A huge element of student success is professional development programming. In alignment with the strategic plan, high quality, job-embedded professional development and learning opportunities are provided for all district staff. Utilizing lessons learned during the spring of 2020 and other on-line instructional experiences, a wide range of staff members from across the district prepared professional development videos for their colleagues. These videos highlighted effective instructional practices and demonstrated a range of digital instructional tools. This library of professional development videos was part of a week-long professional development program for all staff at the beginning of the school year. Additional resources and zoom presenters were mixed with building specific, in-person professional learning opportunities. Staff and administration from across the district participated in additional professional development opportunities throughout the course of the school year. This work is primarily funded through the careful use of federal grants.

Student assessment scores are a combined result of the established curriculum, instructional practices, and student engagement in learning. A thorough evaluation of our assessment data trends show there is no question that change is necessary, and guided by the strategic plan, that work moves forward. The type of progress our students deserve takes hard work and dedication, coupled with careful planning and consistent monitoring. The reality is that systemic success is a coordinated effort. At a minimum, student achievement across SAU 34 should be on par with their same age peers across the state, that is currently not the case. Student learning is a process, with each year building on the learning of the previous year. The success of twelfth grade students is clearly built on the foundation of skills developed in early learning. As we build toward systemic success, educators continue to identify areas of individual need for students and use building level strategies to implement targeted supports, in order to meet current students at their academic level and build the scaffolding they need to make growth. The district wide implementation of the iReady diagnostic for reading and math provides a consistent measure of student academic status, with embedded resources and strategies to support growth.

Over the course of the past year and a half the district introduced new resources ranging from on-line tools such as Pear Deck, an application used to make presentations interactive and engaging, to a new reading program at H-DES. Even in the midst of all of the chaos brought on by the pandemic, Hillsboro-Deering faculty and administration were able to design and bring to life new learning opportunities for students at all grade levels. Starting in the 2021-2022 school year, both the middle and high school have new courses that center on experiential and project based learning. A strategic plan aligned and goal focused team with representatives from every grade span is in the process of a multi-year project developing the PK-12 Curriculum Framework. This exciting work will create and implement a user friendly, resource rich curriculum website that shows the progression of the Portrait of a Graduate PK-12.

Hillsboro-Deering Elementary School's Comprehensive School Improvement Plan (CSI) has two priority goals focused on student success. The first states by June 2022, H-DES Administrators will make performance expectations clear to staff and improve structures and opportunities for teachers to receive training, coaching, and feedback by effectively implementing the current evaluation plan. The second states by June 2022, H-DES will increase alignment of the 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 by implementing a Professional Learning Community (PLC) that results in improved student learning.

H-DES staff and administration have engaged in a wide range of professional development opportunities including training on the Units of Study Reading program, the use of the Ready Math Classroom resources, and iReady diagnostics for both reading and math. Through the CSI process, H-DES has partnered with two educational consulting organizations, Demonstrated Success and West Ed. The cost of these consultants is fully covered by the CSI process and does not impact the district budget. The work of these consultants has focused on curriculum alignment, use of assessments and data to inform instruction, and instructional coaching. There have also been many targeted training opportunities including OGAP Mathematics Training, Distance Learning Seminars targeted to each grade level, training in the use of the Fountas & Pinnell Benchmark System, Responsive Classroom workshops, a multipart workshop series for case managers, Trauma Informed Instruction workshops, and many others. Utilizing this training, H-DES instructional staff and the administrative team have increased the use of reflective practices to improve instruction.

H-DES was able to offer before and after school tutoring for students during the 2020-2021 school year. Many students worked one-on-one with certified educators in the areas of reading, writing, and mathematics. Expanded individual and small group tutoring is a research supported intervention to support students and assist in closing gaps in student learning. H-DES continues to work on personalizing instruction for students during Response to Intervention (RtI) times, providing additional opportunities to both address learning gaps and provide enrichment opportunities.

Hillsboro-Deering Middle School staff and administration actively participated in a full week of professional development activities at the beginning of the school year, and many engaged in a variety of additional professional development opportunities throughout the year, ranging from content specific distance learning seminars to a multipart series on Trauma Informed practices to a course on teaching East Asian history and culture. During the spring, a great deal of planning and preparation was done to create new, hands-on, experiential learning opportunities for students. H-DMS is continuing to expand programming to provide interest based content aligned with the strategic plan and the Portrait of a Graduate.

The grade level teams at H-DMS share resources and support students in a systematic and collaborative process. The teams utilize data from the iReady diagnostics and other assessments to form flex groups and provide interventions targeted to individual students' needs. Each grade level met weekly with the schools administrative and mental health teams to coordinate efforts to support students. Individual virtual meetings were utilized to provide personalized support to students struggling with remote learning.

Hillsboro-Deering High School staff were instrumental in the creation of the professional development video library available to all SAU 34 staff. Many members of the high school staff contributed their

expertise to the creation of the videos and selection of tools utilized through the district. In addition to these collaborative professional development activities, H-DHS staff and administration pursued a range of professional development over the course of the year, including content specific distance learning seminars, Trauma Informed practices workshops, the NH Council for the Social Studies multi-part webinar series, attendance at the American School Counselors Association virtual national conference. The pursuit of professional development informs teacher practice, providing students with richer educational opportunities.

During the 2020-2021 school year more than 50 students pursued school approved learning experiences outside the traditional classroom setting through the Extended Learning Opportunities (ELO) program. Students earned credit in a wide variety of areas including Welding, Podcast Production, Library Media Studies, Graphic Design, Beekeeping, Animation, and Auto Mechanics. H-DHS students also participated in virtual job fairs as well as local and national career panels on professions including healthcare, manufacturing, technology, and the trades. H-DHS DECA had a strong showing, even in a year of all virtual experiences, with 21 students qualifying for the international competition by winning at the state level and a student elected as a NH DECA State Officer. H-DHS continues to expand instructional programming to provide interest based programming aligned to the Portrait of a Graduate that will support students' ability to meet the expectations for success in post-secondary education and the workplace.

Respectfully Submitted,

Jim O'Rourke, Principal
Hillsboro-Deering High School

Marc Peterson, Principal
Hillsboro-Deering Middle School

Jeni Laliberte, Lower Elementary Principal (PK-2)
Donna Furlong, Upper Elementary Principal (3-5)
Hillsboro-Deering Elementary School

Stacey Vazquez
Director of Student Support Services

Jennifer L. Crawford
Director of Curriculum, Instruction and Assessment

Mary A. Henry
Business Manager

Patricia M. Parenteau
Superintendent of Schools

Table 1

WINDSOR SCHOOL DISTRICT				
FY 2023 Proposed Budget				
		FY 2021	FY 2022	FY 2023
	Description	ACTUAL	BUDGET	PROPOSED
	-----	-----	-----	-----
	Students	15	17	11
	REVENUES			
	Unreserved Fund Balance	\$18,481	\$77,726	
	Local Property Tax	\$184,869	\$158,848	\$183,169
	State Wide Education Property Tax (SWEPT)	\$56,901	\$47,545	\$34,923
	Earnings on Investments/ Misc Revenue	\$159	\$0	\$0
	State Adequacy Grant & Kindergarten Aid	\$94,453	\$77,113	\$78,878
	TOTAL REVENUES	\$ 354,863	\$ 361,232	\$ 296,970
	EXPENSES			
1100	Tuition	\$242,476	\$333,057	\$240,375
1200	Special Education	\$3,400	\$0	\$0
2310	Insurance	\$907	\$991	\$991
2320	School Board Salaries	\$900	\$900	\$1,100
2320	School Board Expenses	\$355	\$600	\$600
2320	School Board Clerk	\$0	\$15	\$15
2320	Treasurer	\$100	\$100	\$100
2320	Treasurer's Supplies	\$0	\$25	\$25
2320	Checklist & Ballot Clerks	\$0	\$30	\$30
2320	Moderator	\$0	\$5	\$5
2320	Auditor	\$0	\$10	\$10
2310	District Share - SAU #34	\$16,968	\$14,103	\$0
2721	Transportation	\$9,388	\$9,388	\$9,388
	TOTAL EXPENDITURES	\$ 274,494	\$ 359,224	\$ 252,639
	OTHER EXPENSES			
	Transfer to Tuition Expendable Trust	\$ 0	\$ 0	\$ 30,000
	Deficit Appropriation		\$ 0	\$ 0
	TOTAL EXPENSES	\$ 274,494	\$ 359,224	\$ 282,639
	Proposed SAU Budget			\$ 14,331
	Total Expenses without SAU Budget			\$ 296,970

Table 2

**WINDSOR SCHOOL DISTRICT
FY 2023 Proposed Budget**

Regular Education Tuition				
	Students	Rate	Cost	
Elementary School	8	\$ 22,301	\$	178,410
Middle School	1	\$ 19,462	\$	19,463
High School	2	\$ 21,251	\$	42,501
TOTAL TUITION	11		\$	240,375
Special Education Tuition				
	Students	Rate	Cost	
	0	\$	\$	-
TOTAL TUITION	0		\$	-
			\$	240,375

Table 3

WINDSOR SCHOOL DISTRICT		
Special Education Programs & Services Pursuant to RSA 32:11-a		
	<i>2019-2020</i>	<i>2020-2021</i>
Expenditures		
Special Education General	\$0	\$0
Revenues		
State of NH Catastrophic Aid	\$0	\$0
Medicaid Reimbursement	\$0	\$0
Net Cost of Special Education:	\$0	\$0

Table 4

SAU #34 PROPOSED BUDGET FY2022-2023				
	EXPENDITURES	FY2021 Actual	FY2022 Approved Budget	FY2023 Proposed Budget
100	SUPERINTENDENT SALARY	\$ 139,900	\$ 144,198	\$ 144,198
100	SUPERINTENDENT SALARY (SALE OF VACATION DAYS)	-	-	-
101	ASSISTANT SUPERINTENDENT	-	-	-
102	BUSINESS ADMINISTRATOR	82,290	102,500	112,200
103	ADMINISTRATIVE STAFF	159,314	158,801	166,955
104	DIRECTOR OF CURRICULUM, INSTRUCTION & ASSESSMENT	96,554	99,451	101,440
105	DIRECTOR OF STUDENT SUPPORT	92,000	95,275	97,181
106	BOOKKEEPERS	107,691	105,221	110,982
108	FINANCIAL CLERK	-	23,355	-
200	INSURANCE BENEFITS	166,763	187,663	186,116
220	FICA & MEDICARE	50,595	47,367	56,071
230	NH RETIREMENT	75,779	99,186	103,054
231	403B	-	-	5,000
240	COURSE REIMBURSEMENT	1,650	5,000	5,000
250	UNEMPLOYMENT COMPENSATION	472	750	750
260	WORKER COMP & LIABILITY INSURANCE	4,342	5,000	5,000
290	TRAINING	2,706	8,400	6,400
330	CONTRACTED PROFESSIONAL SERVICES	65,219	35,500	63,500
380	AUDIT & LEGAL FEES	9,000	9,000	10,000
430	EQUIPMENT REPAIRS & MAINT	-	2,500	500
442	COPIER & EQUIPMENT LEASES	20,480	12,000	5,000
450	OFFICE RENTAL	40,000	40,000	40,000
500	POSTAGE, TELEPHONE & OTHER SERVICES	20,524	29,000	12,500
600	SUPPLIES & BOOKS	10,010	9,750	11,750
700	REPLACEMENT EQUIPMENT	17,298	2,500	2,500
810	DUES & FEES	11,520	7,700	8,625
840	BOARD CONTINGENCY	-	200	200
890	ACADEMIC RECOGNITION	1,770	5,000	5,000
	TOTAL	\$ 1,175,876	\$ 1,235,317	\$ 1,259,921

Table 5

**WINDSOR SCHOOL DISTRICT
REPORT OF SCHOOL DISTRICT TREASURER
Fiscal Year July 1, 2020 to June 30, 2021**

Balance on Hand - July 1, 2019		<u>\$ 125,192.50</u>
Received from Selectmen:		
Current Year Appropriation	<u>\$244,584.00</u>	
Previous Year Appropriation	<u>\$ 24,138.00</u>	
Revenue from State Sources	<u>\$ 94,453.47</u>	
Interest & Misc. Income	<u>\$ 159.46</u>	
TOTAL RECEIPTS		<u>\$ 363,334.93</u>
TOTAL FUNDS AVAILABLE FOR FISCAL YEAR 2020-2021		<u>\$ 488,527.43</u>
LESS SCHOOL BOARD ORDERS PAID: Fiscal Year 2020-2021		
FY 2020-#10	2 nd Semester Tuition	\$133,663.94
Manifest # 1	Worker's Comp & Liability Insurance	\$907.21
Manifest # 2	1st Quarter Apportionment	\$4,451.00
Manifest # 3	2nd Quarter Apportionment	\$41.50
Manifest # 4	1 st Quarter Tuition & Transportation	\$131,122.94
Manifest # 5	School Board Stipend	\$1,000.00
Manifest # 6	3 rd Quarter Apportionment	\$4,242.00
Manifest # 7	Public Notice-Filing for Office	\$170.00
Manifest # 8	Public Notice-Budget Hearing	\$184.97
Manifest # 9	Public Notice – Budget Hearing	\$168.30
Manifest # 10	4 th Quarter Apportionment	
Manifest #11	2 nd Semester Tuition	
Manifest #12		
Manifest #13		
TOTAL SCHOOL BOARD ORDERS PAID		<u>\$ 279,775.06</u>
Balance on Hand - June 30, 2021		<u>\$ 208,752.37</u>

01/18/2022
Date

Kenneth Matthews
District Treasurer

Table 6

AUDITOR'S CERTIFICATE

This is to certify that we have examined the books, vouchers, bank statements and other financial records of the treasurer of the school district of Windsor of which the above is a true summary for the fiscal year ending June 30, 2021 and find them correct in all respects.

01/18/2022

Date

Auditor: Melissa Merrill

Table 7

**WINDSOR SCHOOL DISTRICT
Detailed Statement of Receipts 2020-2021**

DATE	FROM WHOM	DESCRIPTION	AMOUNT
08/31/20	State of New Hampshire	Equitable Aid & Kindergarten Aid	\$ 19,885.00
11/30/20	State of New Hampshire	Equitable Aid & Kindergarten Aid	\$ 19,942.00
01/12/21	State of New Hampshire	Equitable Aid & Kindergarten Aid	\$ 29,914.00
04/12/21	State of New Hampshire	Equitable Aid & Kindergarten Aid	\$ 24,712.47
	Town of Windsor	20-21 Appropriation	\$ 150,000.00
	Town of Windsor	19-20 Appropriation	\$ 118,722.00
Various	Santander	Interest Income	\$ 159.46
	TOTAL RECEIPTS DURING YEAR		\$ 363,334.93

Table 8

WINDSOR SCHOOL DISTRICT Balance Sheet Fiscal Year Ending June 30, 2021	
Assets:	
Cash - Checking	\$ 208,752.37
Receivable from Town	\$9,624.00
	<u>\$ 218,376.37</u>
Liabilities & Fund Balance:	
Payable to HDSD	\$ 120,740.67
Payable to Town of Windsor	
Payable to SAU 34	\$ 4,242.00
Other Vendor Payables	\$ 9,624.00
Total Payables	<u>\$134,606.67</u>
Unassigned Fund Balance	<u>\$ 83,769.70</u>