

**Hinsdale School Board Meeting**  
**June 12, 2024**  
**SAU Conference Room**  
**6:00 PM**

This meeting is being held in person and via Zoom.

Use the link below to join via Zoom:

<https://us06web.zoom.us/j/83725067396?pwd=M3BwZTdiN3hqQTluSlQ4aUZPMUR3dz09>

Meeting ID: 837 2506 7396

In an effort to maximize our meeting time and make efficient our work on behalf of our students, Hinsdale School Board members have subscribed to the following meeting norms:

1. We will be respectful to all speakers.
2. We listen to understand and not to respond.
3. We will be fully present at the meeting by becoming familiar with materials before we arrive.
4. We will be attentive to how our physical and verbal expressions affect others.
5. Each of us is responsible for respectfully airing disagreements with each other in a timely manner rather than sharing them with others.
6. We will be responsible for examining all points of view before a consensus is accepted.

**1. Call to Order** A. Anderson

**2. HES Student Presentations: Core Values Poems (Grade 4)** J. Boggio

**3. Review of the Manifests** A. Anderson

**4. Minutes** A. Anderson

1. Motion to accept the public and non-public minutes of May 2, 2024.
2. Motion to accept the public and non-public minutes of the Work Session, May 8, 2024.
3. Motion to accept the public and non-public minutes of the Monthly Board Meeting, May 8, 2024.
4. Motion to accept the public and non-public minutes of May 15, 2024.
5. Motion to accept the public and non-public minutes, Part I and Part II, of May 23, 2024.

**5. Citizens' Comments** A. Anderson

Citizen will state his or her name and then direct your comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

- 6. Student Board Member Items** M. Phillips
- 7. Superintendent's Report** D. Ryan
1. Superintendent's Report – D. Ryan
  2. Business Administrator's Report – (J. Fortson Excused)
  3. Director of Personalized Learning's Report (K. Thompson Excused)
  4. Principals' Reports (Assistant Principal, C. Ponce – HMHS, J. Boggio - HES)
  5. IT Director's Report (J. Therieau)
- 8. New Board Business** A. Anderson
1. School Board Retreat Scheduling
  2. Approval of Receipt of Grant Funds:
    - a. Next Generation Learning Challenges (NGLC) of the Tides Center
    - b. New Hampshire Charitable Foundations' Geoffrey L. Holt Fund
  3. Job Description – First Reading:
    - a. Multi-Tiered System of Support (MTSS-Reading) Coordinator for HES
  4. Job Descriptions – Final Readings:
    - a. ESOL Teacher
    - b. ESOL Tutor
- Other Business** A. Anderson
5. Any other business to be conducted by the Board
- 9. Committee Reports** A. Anderson
1. Behavioral Support Team (K. Hemlow; K. Gardner)
  2. Budget Committee Representative (A. Anderson; K. Hemlow = alternate)
  3. Community Connections (A. Anderson; K. Hemlow)
  4. Facilities Maintenance/Emergency (M. Sprague; W. Dingman, Jr. = alternate)
  5. HASP Advisory Board (K. Gardner; K. Hemlow)
  6. Legislation/NHSBA (A. Anderson)
  7. Personnel Committee (A. Anderson; W. Dingman, Jr.)
  8. Policy Committee (K. Gardner)
  9. Portrait of a Learner (POL) (K. Hemlow; K. Gardner)
  10. Selectboard Representative (W. Dingman, Jr.; M. Sprague = alternate)

**Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

**Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

11. Staff Development (K. Hemlow; K. Gardner = alternate)
12. Tuition Exploratory Committee (K. Gardner; K. Hemlow)
13. Wellness (K. Hemlow; M. Sprague)

**10. Citizens' Comments**

A. Anderson

Citizen will state his or her name and then direct your comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

**11. Non-public RSA 91 A:3 II (a) (b) (c) (d) (e) (i) (k) (l) (m) (as needed)**

A. Anderson

**12. Adjournment**

A. Anderson

**Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

**Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

# MINUTES



**Hinsdale School Board Work Session**  
**HES Library**  
**May 2, 2024**  
**4:30 – 5:15 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** Dr. David Ryan, Superintendent

**Minutes Recorded by:** Dr. David Ryan, Superintendent

**Call to Order:**

A. Anderson called the meeting to order at 4:30 pm.

**Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes. There were no citizens present.

**Non-Public Session:**

K. Hemlow MOVED to go into a nonpublic session according to RSA 91 A:3 II (b) at 4:35 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.

K. Hemlow MOVED to reconvene the public session at 5:38 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.

**Other Business:**

There was no other business.

**Adjournment:**

K. Hemlow MOVED to adjourn the meeting at 5:39 pm. M. Sprague SECONDED. VOTE: 5-0-0, MOTION PASSED.

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
David Ryan, Ed.D.

approved on \_\_\_\_\_

**Hinsdale School Board Work Session**  
**Doris B. Smith Library at HMHS**  
**May 8, 2024**  
**4:30 – 5:15 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** Dr. David Ryan, Superintendent

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 4:28 pm.

**Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes. There were no citizens attending.

**Non-Public Session:**

W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (b) at 4:28 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.

W. Dingman, Jr. MOVED to reconvene the public session at 5:14 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.

**Other Business:**

There was no other business.

**Adjournment:**

K. Hemlow MOVED to adjourn the meeting at 5:14 pm. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

**Hinsdale School Board Meeting  
SAU Conference Room  
May 8, 2024  
6:00 PM**

Join Zoom Meeting

<https://us06web.zoom.us/j/83725067396?pwd=M3BwZTdN3hqQTluSlQ4aUZPMUR3dz09>

Meeting ID: 837 2506 7396

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Board Member Absent:** Michael Phillips

**Administration Present:** Joe Boggio, HES Principal; Jane Fortson, Business Administrator; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; and Karen Thompson, Director of Personalized Learning

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm.

A. Anderson reviewed the guidelines for holding the Zoom meeting.

**Public Hearing on the Swiftwater Scholarship Donation:**

A. Anderson reviewed the current policy and the anonymous \$5,000.00 scholarship donation. There were no questions or comments from the public.

**K. Hemlow MOVED to close the public hearing at 6:03 PM. W. Dingman, Jr. SECONDED. 5-0-0, MOTION PASSED.**

After discussion the following motions were made:

**K. Gardner MOVED to accept the Swiftwater Scholarship Donation. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

**Kindness Day 2024 Presentation:**

This item to be discussed in the non-public session.

**Review of the Manifests:**

The Board signed the manifests. There were no questions.



### **Minutes:**

1. Public and non-public minutes of April 10, 2024.
2. Public and non-public minutes of April 18, 2024.

**W. Dingman, Jr. MOVED to approve the group of minutes as written above. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

### **Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes.

William Hodgman, attending in person, shared that the Town is working on an MOU for use of the varsity softball field for the Cal Ripken league. He asked for representation at the Parks and Recreation meetings to discuss use of fields and utilization of the fields. J. Fortson offered to provide the existing MOU.

### **Student Board Member Items:**

M. Phillips was not present.

### **Superintendent's Report:**

D. Ryan reviewed his report with the Board.

Highlighted the following:

- Search Processes for the HES Principal, HMHS Principal, HMHS School Counselor (6-12), and Behavior Interventionist
- Next Generation Learning Challenge
- Strategic Planning Process

### **Business Administrator's Report:**

J. Fortson reviewed her report with the Board.

Highlighted the following:

- HES Lift
- Food Service Prices
- No Kid Hungry
- Lawnmower quotes
- Positive Pay Program

### **Personalized Learning Report:**

K. Thompson reviewed her report with the Board.

Highlighted the following:

- Portrait of a Learner
- May 24<sup>th</sup> PD Day
- Kindness Day
- Exhibition Day Celebration of Learning/Mentor Appreciation. The Board is invited to attend, starting at 9:15 AM on May 30<sup>th</sup> and for brunch afterwards.

Discussed make-up PD for Paras due to the snow day in April.

### **Principal's Report:**

J. Boggio reviewed his report with the Board. Noted an update that the Wall Tile Project has been rescheduled to May 23<sup>rd</sup> at 6:15 PM.

### **Technology Report:**

J. Therieau reviewed his report with the Board. Discussed the HMHS digital signage display.

### **Portrait of a Learner (POL) Presentation:**

K. Thompson shared a presentation on the Portrait of a Learner work over the past year, and the next steps in the process. The Board thanked everyone on the POL Committee for all of their work.

### **Non-Public Session:**

**W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(b) at 6:33 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

K. Thompson and J. Therieau were excused from the meeting at 6:33 PM.

**W. Dingman, Jr. MOVED to reconvene the public session at 8:08 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

Dr. Bremner, D. Foster, J. Therieau, and K. Thompson rejoined the meeting at 8:15 PM. J. Boggio, J. Fortson and D. Ryan remained.

### **Reaffirmation of:**

1. DAB - Fund Balance Policy
2. DFA - Investment Policy
3. Data Governance Plan

After discussions, the following motions were made:

**K. Hemlow MOVED to approve all the above with an amendment to the DFA – Investment Policy. W. Dingman, Jr. SECONDED. 5-0-0, MOTION PASSED.**

**Food Service Meal Prices:**

J. Fortson provided the proposed price increases of .10 to student lunches only. No increase to breakfast or adult meals. Stated that we are required to increase the prices.

**W. Dingman, Jr. MOVED to approve the food service meal price increases as proposed. M. Sprague SECONDED. 4-1-0, MOTION PASSED.**

**HES Lift:**

J. Fortson presented the sole source bid for a GSL Artira Inclined Wheelchair Lift. After discussion, the following motions were made:

**K. Gardner MOVED to approve the bid from GaraventaUSA, Inc. as written. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

**K. Gardner MOVED to approve the transfer of funds from electricity and oil to furniture, fixtures, and equipment. W. Dingman, Jr. SECONDED. 5-0-0, MOTION PASSED.**

**Job Descriptions – First Readings:**

1. ESOL Teacher
2. ESOL Tutor

The Board reviewed the job descriptions and the need to provide services to students.

**K. Gardner MOVED to accept the job description drafts above as First Readings. K. Hemlow SECONDED. 5-0-0, MOTION PASSED.**

**Job Descriptions – Final Readings:**

1. Director, Academics and Career Readiness
2. Digital Learning Specialist (DLS)

**K. Hemlow MOVED to approve the job descriptions above. W. Dingman, Jr. SECONDED. 5-0-0, MOTION PASSED.**

**Other Business:**

A. Anderson discussed sending a letter to the Selectboard to request that the Hinsdale Police Department enforce the parking ban on School Street after school.

The Board agreed to authorize the Superintendent to send the letter. No motions were needed.

M. Sprague requested that the coaches pick up the fields and dugouts after games.



J. Boggio, J. Therieau, and K. Thompson were excused from the meeting at 8:46 PM.

**Committee Reports:**

1. **Behavioral Support Team** – no update.
2. **Budget Committee** – no update.
3. **Community Connections** – A. Anderson and K. Hemlow asked for items to post.
4. **Facilities Maintenance/Emergency** – Meeting May 17<sup>th</sup>.
5. **HASP Advisory Board** – Met May 8<sup>th</sup> at 5:30 PM. K. Gardner and K. Hemlow shared an update.
6. **Legislation/NHSBA** – A. Anderson shared that hearings are in process.
7. **Personnel Committee** – Met April 23<sup>rd</sup>.

**K. Gardner MOVED to approve that the Personnel Committee update the employee manual. M. Sprague SECONDED. 5-0-0, MOTION PASSED.**

8. **Policy Committee** – Meeting to be scheduled.
9. **Portrait of a Learner** – K. Hemlow shared an update.
10. **Selectboard** – W. Dingman, Jr. shared an update from the last meeting.
11. **Staff Development** – no update.
12. **Tuition Exploratory Committee** – Meeting May 15<sup>th</sup>.
13. **Wellness** – Met April 17<sup>th</sup> at 3:30 PM. J. Fortson provided an update regarding the Wellness Policy.

**Citizens' Comments:**

There were no comments from the citizens attending in-person.

**Other:**

Dr. Bremner and D. Foster were excused from the meeting at 9:01 PM.

It was noted that the Board accepted the nominations presented by D. Ryan during the non-public session.

The Board moved the viewing of the Kindness Day video to the May 15<sup>th</sup> meeting in non-public.

**W. Dingman, Jr. MOVED to adjourn the meeting at 9:12 pm. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

**Hinsdale School Board Special Meeting**  
**SAU Conference Room**  
**May 15, 2024**  
**6:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, Kaylah Hemlow, and Marc Sprague

**Administration Present:** J. Fortson, Business Administrator; Dr. David Ryan, Superintendent

**Other Present:** Anna Roth, HMHS Principal Finalist

**HMHS Principal Search Committee Members Present:** Jill Beaman, Theresa Diorio (Search Committee Chair), Sarah Greene, Kelly Kruse, Jennifer Leonard, and Patty Wallace

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm.

**Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes. There were no citizens present.

**Non-Public Session:**

**W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(b) at 6:00 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague – yes. VOTE: 5-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 6:50 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague – yes. VOTE: 5-0-0, MOTION PASSED.**

**Lawn Mower Quotes:**

J. Fortson presented three lawn mower quotes.

After discussion, the following motions were made.

**K. Gardner MOVED to accept the quote from Gary's Power Equipment. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.**

**Adjournment:**

It was noted that the Board accepted the nomination presented by D. Ryan during the non-public session.

**M. Sprague MOVED to adjourn the meeting at 6:57 pm. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

**Hinsdale School Board Special Meeting  
SAU Conference Room  
May 23, 2024  
5:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, and Kaylah Hemlow

**Board Members Absent:** Marc Sprague

**Administration Present:** Jane Fortson, Business Administrator; and Dr. David Ryan, Superintendent

**Others Present:** Susie Rabideau

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 5:00 pm.

When asked, S. Rabideau indicated that she would prefer a non-public session.

**Non-public Session, Part I:**

**K. Hemlow MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(b)(c) at 5:01 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow – yes. VOTE: 4-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 5:50 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow – yes. VOTE: 4-0-0, MOTION PASSED.**

**School Closing on May 22, 2024:**

D. Ryan shared regarding hours vs. days required for attendance per NH Ed 306.18. Requested that the Board waive the make-up day for May 22<sup>nd</sup>.

**K. Gardner MOVED to waive the make-up day for May 22nd. W. Dingman, Jr. SECONDED. 4-0-0, MOTION PASSED.**

**Superintendent Hiring Authority for the Summer:**

**W. Dingman MOVED to grant D. Ryan hiring authority with notice to the School Board, effective May 24, 2024, through the August Board meeting. K. Hemlow SECONDED. 4-0-0-MOTION PASSED.**



J. Fortson and D. Ryan were excused from the meeting at 5:59 PM.

**Non-public Session, Part II:**

**W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (c) at 5:59 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow – yes. VOTE: 4-0-0, MOTION PASSED.**

**K. Hemlow MOVED to reconvene the public session at 6:05 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow – yes. VOTE: 4-0-0, MOTION PASSED.**

**K. Hemlow MOVED to adjourn the meeting at 6:05 pm. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

# SUPERINTENDENT'S REPORT



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace  
Director of Student Services

Karen Thompson  
Director of Personalized  
Learning

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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### Superintendent Report to the School Board June 2024

#### Professional Development Master Plan

We are beginning the recruitment process for the professional development master plan committee and will be looking to dramatically shift how our teachers grow in their practice. As you may already know, each school district in NH must develop and submit to the NH Education Department a new or revised professional development master plan every five years. Given the significant transition in Hinsdale School District leadership over the past few years, it is understandable that a PDMP was not completed. A revision had been started two years ago and was not able to be completed, so it is our intent to accomplish this task with a May submission target. We presented our initial process thinking to the teacher leadership group recently and there was significant interest in seeing the plan change to address contemporary instructional practice as well as shift to a growth model for professional educators.

#### Strategic Planning Update

We met with the teacher leadership group on June 4 to hear input on how to recruit our strategic planning stakeholders to priority area teams, how to communicate with the community regarding the plan, and where some key areas exist for inclusion in the plan. We are now narrowing down the formal process each team will use to build its content through data gathering, visioning, obstacle clearing, and tactical action. Orientation for the four priority area groups is slated for September with the bulk of the data gathering and team meetings to take place over the winter. We are interested in learning on which priority team our board members wish to work, and we will be asking for a decision in the coming weeks.

#### Summer Principal Leadership Series

Thus far we have enjoyed hosting both new principals for their first days in their respective schools with a few more days planned before the end of the school year. These on site workdays are very helpful with the transition and planning process that each is undertaking to hit the ground running when they

formally begin their posts on July 1. All of our staff members have been welcoming and supportive in building the principals' local knowledge, and both principals have eagerly questioned and listened to everyone.



On July 23, the senior leadership team (we are officially returning the name "A-Team" back to George Peppard and his crew from this day forth) will be spending the day on a retreat in Peterborough to focus on our team building and goals for the upcoming year. On July 24 and 25, we will be hosting a Principal Leadership Series during which our two new principals will spend

scheduled blocks of time with representatives of our various departments including SAU office, finance, curriculum, human resources, technology, and special education. These blocks of two-to-three-hour training sessions will be designed to front load our principals' working knowledge of management operations and expectations, and will serve as conversation starters for how we might also be able to look at operations differently through their outside perspectives.

### **Teacher Leadership Team**

At our most recent TLT meeting, we presented our overview of the vision for school counseling services at HMHS and we were pleased to have our two new principals join the meeting. Everyone provided their views and suggestions for how we can build our PK-12 vision for counseling services through an MTSS-B approach, and how we have already started to join the elementary and secondary schools in the work through a joint learning team. As noted in this report, there was helpful discussion around the strategic planning process and professional development master plan, and we distributed Anthony Muhammad's text *Transforming school culture: How to overcome staff division, 2nd Ed., (2009)* for our summer reading assignment. This team will meet again in the fall.

### **Policy Manual Update**

We have planned a policy review for Monday, June 24 in which we will review, organize, and prioritize our current list of required policies that need to be edited due to changes in legislation or otherwise recommended by the NH School Boards Association. Our goal on this day is to prepare edited drafts of the required policies for a Policy Committee Meeting on Wednesday, July 10 at 10:00 AM. The Policy Committee will receive the draft policies in advance of the meeting, review the recommendations, make any additional changes as it sees fit, and move them to the Board with recommendations for the August meeting. Should we need an additional meeting, we will schedule it at that time.



## **Leadership Seminar**

In this upcoming school year, Karen Thompson and I will be co-teaching a semester-long course for seniors known as *Leadership Seminar*. The essential question for the course is “What does it mean to be a leader?” and seeks to develop leadership skills in our students as they grow towards high school graduation and their post-secondary experience. Lessons include learning about different leadership styles, impacts of leadership, ethics and integrity, interpersonal skills, public speaking, conflict resolution, accepting critical feedback, and initiating change for the common good. Curriculum will be drawn from several resources including Character Strong Leadership for High School Students, NASSP Student Leadership, and other resources provided by educators from around the nation. Students will develop a semester-long community leadership project that will culminate with a gateway exhibition at the end of the semester, and students will be awarded credit for successful mastery of the learning competencies.

## **Holt Fund Update**

We are fortunate to have been notified by telephone and then by official letter that the Holt Fund committee approved all four of our requests for funding totaling \$24,051.60! The first check in the amount of \$5,275 arrived and is being used to pay for the AP Summer Institute tuition for our two teachers who will be teaching AP Art History and AP Seminar. The three other requests included increased student access to musical instruments and instruction at the middle high school, social emotional learning lending library materials and multi-sensory movement program at the elementary school, and sponsorship of the NH Dance Institute Residency also at the elementary school. The check for these latter three activities will arrive at a later date after the trust has completed the transfer process of the funding from one trust fund to the NH Charitable Foundation. I have attached our request that was sent in late April for your review. These funds are on the agenda for your approval.

## **Bravely and the Next Generation Learning Challenge**

Our Bravely team received the grant of \$12,500 to move forward with our work on putting our Portrait of a Learner into practice. As we have reported in previous meetings, our focus with this grant is to address our middle school vision and direction and, in the words we used to apply for the grant, *“The Hinsdale School District would like to focus on rebuilding a learner-centered approach in our middle school program following a theory of action that results in greater student agency, student engagement, and a sense of belonging. We believe that by transforming how students learn through a personalized approach designed to appeal to their passions and interests, it will build their levels of competence, persistence, knowledge, and character. We also believe that our middle school students, as they progress through the education program in Hinsdale, will lead the way in subsequent systems transformation at the high school level and drive systems change throughout the school district.”*

The Bravely team includes Brittany Howard, Jillian Perzan, Susannah Oneil, Theresa Diorio, Anna Roth, Karen Thompson, and me. We held our first meeting with the NGLC leadership on June 3 for orientation and the development of our Brave question. We will be meeting at least once more over the summer to complete the development of our question and design next steps, and then frequently during the course of the school year. The grant award is also on the agenda for your approval, and I have included the submitted application for your review.

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace  
Director of Student Services

Karen Thompson  
Director of Personalized  
Learning

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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April 29, 2024

Geoffrey L. Holt Fund Advisory Committee  
% Holt Fund  
P.O. Box 26  
Hinsdale, NH 03451

Dear Members of the Holt Fund Advisory Committee:

I am writing on behalf of the students, families, and staff members in the Hinsdale School District. We represent nearly 1,650 stakeholders in the Hinsdale school community with a dedicated focus on improving the instructional program of our public PK-12 school system, and I am writing to request a single grant of **\$24,051.60** to support us in that effort.

Hinsdale School District (SAU #92) serves 526 students through the efforts of over 100 professional educators and dedicated support staff. Our single campus is home to three school levels inside of two school buildings, specifically Hinsdale Elementary School and Hinsdale Middle High School, and our focus over this past year was to build unity within the community (CommUnity #92). Nearly 40% of our students represent some form of socio-economic disadvantage, while over 20% of our students are identified with a special learning need requiring an Individualized Education Plan. Annually, we are asked to reduce our operating budget to accommodate the rising challenges faced by our taxpayers to fund an appropriate public education. Despite the challenges that have been laid before us, our students have demonstrated consistent learning growth over the past two years while maintaining one of the lowest drop-out rates in the state. Our graduates match or exceed the College and Career Readiness status of their statewide peers, and there is ample evidence to support that this growth will continue. Armed with an experienced, permanent superintendent after two years of interim substitutes, and supported by a dedicated and refreshed school board, the school district is poised to improve with dramatic results.

Our intent is to secure a grant from the Holt Fund to help us accomplish several additional strategies that we believe will contribute towards our desired student growth. I have outlined those strategies below in accordance with the grant application outline, and I have included the requisite costs for each strategy. All of the strategies that we are seeking to fund are currently not available to us in our appropriated operating budget, and we believe that implementing these strategies will have a profound effect on student and staff outcomes in the next school year, outcomes that directly benefit all of our



community members in Hinsdale.

### **Project Descriptions, Purpose, and Costs**

#### **Increased student access to musical instruments and instruction - \$5,942**

Students in the Hinsdale School District need increased access to a wider variety of musical instruments and band-related equipment. With only a few types of instruments, a need for repairs, and a lack of equipment and wearable uniforms, students lack the resources needed to participate in a vibrant music program that fosters creativity and a positive school culture. Students, teachers, administrators and community members have requested greater band and music programming for middle and high school students. They have specifically asked for a band program in school with more instruments and for more opportunities to play. We have a newly redesigned music program that is rapidly increasing in participation.

After COVID, the district has prioritized programming that brings together students, faculty and community in positive ways. By expanding our music program to include concerts, parades, pep rallies and other programming, we will be addressing this need. “Active engagement with music can impact the way that the brain processes information, enhancing the perception of language and speech, and subsequently improving our ability to communicate with others and learn to read” (Hallam, 2010; Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018). By embracing and investing in these opportunities, we aim to create an environment that not only nurtures musical talents but also cultivates well-rounded individuals with enhanced cognitive and interpersonal skills.

#### **Social Emotional Learning Lending Library Materials and Multi-Sensory Movement Program - \$6,795**

Hinsdale Elementary School has identified improving social-emotional and executive functioning skills as a priority area of need. Through the creation of an SEL lending library program and multi-sensory movement program, we can help meet the SEL and self-regulating needs of our students. Hinsdale seeks to purchase equipment and supplies to support new programs that will provide significant benefits as articulated by [Shapeamerica.org](https://shapeamerica.org), and the Centers for Disease Control and Prevention for [Emotional Well-Being](#), [Physical break time and physical activity](#), and [CASEL](#). In assessing our needs, Hinsdale's stakeholder team consisting of the school counselor, teachers, students, occupational therapist, and administrators identified the need for increased opportunities for social emotional learning and supervised, structured collaborative, physical and sensory activities throughout the day for both our general student population but also for students with identified needs. Research shows that all students benefit from regular body breaks throughout the school day. Furthermore, SEL programming has been shown to improve students' executive functioning and ability to function in a school setting.

#### **Advanced Placement Summer Institute Attendance for Two(2) AP Teachers - \$5,275**

Hinsdale School District's commitment to increasing student achievement with a “whatever it takes” approach includes increasing the number of higher level learning opportunities for all students. In response to this charge, Hinsdale Middle High School is adding two new Advanced Placement courses (bringing the total to seven different offerings) to their program of studies that have attracted over 30 students for the next academic year ([AP Art History](#) and [AP Seminar](#)). In order to implement these new



courses, our teaching staff is required to attend a five day summer institute that broadens their understanding and command of the subject content; provides ready-to-use teaching strategies, instructional materials, and teaching tools; and, adequately prepares them to teach the college level course that they will be offering. The cost of attendance includes tuition, room, board, and learning materials for five full days in the summer, as well as mileage reimbursement for driving to and from the institute site. Attending the AP Summer Institute offers perhaps the highest level of professional learning available to our teachers, and our students are in direct receipt of the benefits afforded through this experience.

*New Hampshire Dance Institute School Residency - \$6,039.60*

A residency with the New Hampshire Dance Institute draws our school together as a community and celebrates the joy that comes when the hard work of practice leads to the gratification of performance. With a focus to empower, enrich and energize students through dance, the NDI Method employs social-emotional learning techniques to increase self-esteem, create a collaborative team atmosphere and help students set and reach daily goals. For an NHDI Residency to have the greatest impact on your school there are several things that must be in place, including the ability to provide an enthusiastic and experienced teaching artist/team, skilled at working with all ages and abilities; supply engaging music and choreography appropriate to theme; provide sound equipment; work with classroom teachers and administration inviting contribution and personalization to the final performance; provide inclusive programming sensitive to the needs of the individual child to ensure accessible, fun, and manageable learning; and, prepare and present an afternoon and/or evening performance opportunity at the culmination of the program to include NHDI "costume" t-shirts for students to borrow.

I will be serving as the primary contact and my email address is [dryan@hnhsd.org](mailto:dryan@hnhsd.org). The roster of the Hinsdale School Board includes April Anderson, Chair; Kaylah Hemlow, Vice Chair; Kendra Gardner, Marc Sprague, and Wayne Dingman. Our Federal Tax ID number is 02-6000397.

Thank you for this opportunity to expand our programming for the students and families of the Hinsdale School District, and thank you for making this financial resource available to us to fulfill this mission. We look forward to the Committee's decision on our request and remain available to answer any questions or provide follow up information as needed.

Sincerely,

David Ryan, Ed.D.  
Superintendent of Schools

## 2024-2025 Bravely: Application Form

Google Forms <forms-receipts-noreply@google.com>

Mon 4/15/2024 11:12 AM

To:David Ryan <dryan@hnhsd.org>

You don't often get email from forms-receipts-noreply@google.com. [Learn why this is important](#)



Thanks for filling out [2024-2025 Bravely: Application Form](#)

Here's what was received.

[Edit response](#)

## 2024-2025 Bravely: Application Form

Tackle your highest-priority challenges for reimagining student success and make progress on your learning redesign with a cohort of your peers and skilled facilitators from NGLC. And do so in ways that build new systems and structures aligned with the equitable, deeper learning that you envision for students.

**Who:** Teams of 5-6 public school, district, or charter leaders who are committed to reimagining student success.

**What:** A year-long, hybrid, cohort experience to develop capacity in liberatory design and transformation design while addressing a high-priority challenge for reimagining student success. In addition to a small grant, Bravely includes monthly team meetings, coaching connections, access to tools and strategies, trying your change ideas and collecting data to understand them, and a celebratory Showcase of Learning.

**How:** Preference will be given to teams that apply by 12:00 PM (noon) on April 15, 2024, but we will accept applications on a rolling basis until we reach capacity.

*Since NGLC is committed to a selection process that provides inclusive and equitable access for as many teams as possible, we recommend that you review the program description, eligibility, and selection criteria in the [Bravely Overview](#) before completing this application.*

Email \*

dryan@hnhsd.org

Your name \*

David Ryan

Your email address \*

dryan@hnhsd.org

Name of your team's public school/district/charter \*

Hinsdale School District

What state is your public school/district/charter located in? \*

NH

Briefly describe the community your school/district/charter serves, the number of students, and/or other defining details. \*

Hinsdale is a small, rural and relatively low socio-economic community on the banks of the Connecticut River in the southwestern corner of New Hampshire. Bordering the states of Vermont and Massachusetts, Hinsdale is home to approximately 3,900 citizens who support the education, safety and care for a current school district enrollment of 532 in grades PK-12. Demographically, our students are predominantly white while illustrating diversity in several protected classes. Hinsdale residents are fiercely proud of their town's heritage, pastoral setting, and commitment to ensuring that all of its residents are seen, heard and valued. While steeped in generational poverty, close to 50% of families who enroll their children in Hinsdale schools are engaged with one branch of financial assistance. Many families have their children aspire to full time employment upon achieving high school graduation, while nearly 60% of enrolled families commit to assisting their children with enrolling and attending in a post-



secondary academic experience such as community college, four year college or university, or trade school.

How did you hear about this opportunity? (check all that apply)

- ☐ NGLC communication
- ☐ LinkedIn
- ☐ Facebook
- ☐ Twitter/X
- ☐ Someone from NGLC told me about it
- ☐ Another organization
- ☒ Other: Associate from a consulting agency

## YOUR BRAVELY TEAM

**Team Type:** Are you submitting this application as a school or district/charter-based team? \*

\*a signed letter of support is needed in either scenario\*

- ☒ School-based team with 5-6 team members working on a Brave question
- ☐ District/Charter-based team with a select group of 5-6 schools working toward a common priority (ELLs, Portrait of a Graduate, etc.)

**Team Size:** How many team members will participate (including yourself)? If you select "Other" please explain why. \*

- ☐ 4
- ☐ 5
- ☐ 6

☒ 7

☐ Other: \_\_\_\_\_

**Team Members:** Please provide each team member's name, title, and school/organization. If you apply without a fully assembled team, please describe your plan and timeline for building your team. *Preference will be given to fully assembled teams.* \*

David Ryan, Superintendent Karen Thompson, Director of Academic and Career Readiness Hinsdale Middle High School Principal (Currently in the hiring process) Theresa Diorio, MS ELA Jillian Perzan, MS Social Studies Brittany Howard, MS ELA Susannah ONeil, MS Science

## VISION AND GOALS TO REIMAGINE STUDENT SUCCESS WITH BRAVELY

What challenge of Reimagining Student Success will your team address?

*If you are undecided, select "A Self-Identified Challenge" and provide an explanation in Your Team's Vision below.*

\*

- ☒ From Portrait to Practice—activate your graduate portrait so that every student has high-quality learning experiences that help them continuously develop the skills in your graduate portrait.
- ☐ Reimagine Success for MultiLingual Learners—apply strategies that tap into the strengths of multilingual learners and remove barriers to their success.
- ☐ Centering Equity in Learning—redefine student success in culturally-responsive ways, develop learning experiences that recognize the unique gifts and talents of all students, or redesign structures, policies, and practices that sustain inequitable experiences and outcomes.
- ☐ Growing a Safe & Healthy Culture—reimagine your school environments so that students have transformational experiences and all students and adults feel seen, heard, and valued and are respected, supported, and engaged.
- ☐ A Self-Identified Challenge—work on a challenge of reimagining student success that your community identifies as high-priority.

**Your Team's Vision:** Please expand on your choice above and describe the challenge your team is most interested in solving. Given this challenge, what is your vision for transformed learning at your school/district? \*

*Your response will help us understand the work you envision for your school/district/charter. Tip: Consider referencing data (qualitative or quantitative) that you've collected from your school/district/charter community that gives you a deeper understanding or window into what is happening (or not happening) for your learners if readily available.*

Over the years, Hinsdale has been recognized as the state's leader in offering a quality Extended Learning Opportunity program in which students learn at high levels in experiential work settings driven by academic competencies, and as a result gain a leg up in career development as well as earn high school credit. The ELOs are developed using established academic competencies and students participate in experiences that demonstrate their mastery of those competencies, hence the triggering of earned credit. Since the global pandemic, however, ELO programs were close to elimination and are just now making a return to the normal academic program. The school district has also been hampered by frequent leadership transitions in that it has had three part-time superintendents in the past two years, something that has been partially remedied with the signing of a long term contract with the current superintendent who is finishing his first year in the interim, now permanent, role. As a result of the approach of the new senior administrative team, Hinsdale is setting out on a strategic planning mission and addressing the overall needs of its students through a redevelopment of its approach to personalized learning. Data gleaned from our most recent Gallup Student Poll show students negatively assessed critical areas such as engagement and hope, two key areas for promoting a promising future. Specific elements such as "I have fun at school", "The adults at my school care about me", and "My teachers make me feel my schoolwork is important" were scored significantly lower compared to state and national averages. These data triangulated well with the input submitted by students in the recent Portrait of a Learner survey, in which students clearly identified that they do not feel as though they get help from adults, they do not feel engaged in their learning, and they do not have hope for their futures. As a result of this inclusive and collaborative work on our Portrait of a Learner, some of the shifts in vision focus include prioritizing student learning as opposed to glorifying instruction, building a student climate of belonging and kindness, and developing career pathway programming for all students to envision their post-secondary futures in earnest. Some of this work has already started in direct response to the information learned from the Gallup Poll. In beginning this work, we have made it very clear that we will do whatever it takes to ensure that all students have the equal and personalized opportunity to achieve at high levels, and we will boldly address and transform the system that has prevented this from taking place to date.

**Your Team's Goals:** Why is your team interested in participating in this Bravely experience? What do you hope to learn or accomplish? \*

The Hinsdale School District would like to focus on rebuilding a learner-centered approach in our middle school program following a theory of action that results in greater student agency, student engagement, and a sense of belonging. We believe that by transforming how students



learn through a personalized approach designed to appeal to their passions and interests, it will build their levels of competence, persistence, knowledge, and character. We also believe that our middle school students, as they progress through the education program in Hinsdale, will lead the way in subsequent systems transformation at the high school level and drive systems change throughout the school district.

## YOUR CONTEXT FOR CHANGE

Your responses in this section will help us understand the context in your school/district/charter leading up to your team's participation in Bravely. This includes alignment with NGLC's Brave Agreements, any change processes you use, and foundational structures that can support your team's commitment to reimagine student success.

In what ways has your school/district/charter exhibited one or more of NGLC's Brave Agreements in other work you have done recently?

- *To re-envision success comprehensively and equitably, enabling core academic and life skills for each and every student.*
- *To transform learning fundamentally, putting students at the center, as the only way to bring our revitalized vision of success to life.*
- *To lead, learn, and model our vision of success organizationally, as our operating norms, to ensure that these changes endure.*

\*

The Hinsdale School District exhibits two NGLC Brave Agreements in clear and consistent fashion, specifically: (1) to transform learning fundamentally, putting students at the center, as the only way to bring our revitalized vision of success to life, and (2) to lead, learn, and model our vision of success organizationally, as our operating norms, to ensure that these changes endure. The Hinsdale School District wholeheartedly embodies the NGLC's Brave Agreements through our recent initiative to co-create the Portrait of a Learner (POL). This collaborative effort was grounded in an inclusive community approach, ensuring every student voice was heard and valued. By doing so, we've put students at the very heart of learning, which aligns with the essential notion of fundamentally transforming education. Our POL endeavor actively engaged diverse student perspectives, which was pivotal in authentically understanding the various paths to success. We're now leveraging the rich feedback from this process to inform ongoing improvements and creative solutions that support both our learners and educators. Additionally, in alignment with the second Brave Agreement, our leadership is actively modeling our vision of success. We are learners alongside our students and staff, adapting our operating norms to better serve our district's goals. This commitment is evident in our dedication to continuously using the insights gained from the POL process. This approach ensures that our vision for success is more than an ideal—it's the standard by which we operate.

Does your school/district/charter already engage in a process where you test change ideas? (PDSA cycles, liberatory design cycle, action research, learning collaboratives, etc.) \*

☒ Yes

☐ No

If you answered yes, which process do you engage in? *Check all that apply.*



Liberatory Design- Liberatory Design is an approach to addressing equity challenges and change efforts in complex systems. It is grounded in an integrated part of NEP's Leading for Equity Framework, which meshes human-centered design (aka design thinking) with complex systems theory, and deep equity practice.



Improvement Science - Improvement science is an interdisciplinary approach that applies scientific methods to systematically and collaboratively improve processes, systems, and outcomes within various fields, including education. It involves the use of rigorous and iterative methodologies to identify, test, and implement changes aimed at achieving positive results.



Learning Collaboratives - Educators collaborate in small groups to implement and test changes, sharing insights, successes, and challenges.



Action Research - Teachers or educators systematically investigate and reflect on their teaching practices to improve student outcomes.



Other: \_\_\_\_\_

What else should we know about recent change efforts in your school/district/charter? If your school has additional foundational structures in place to support effective change efforts and sustainability, please describe them here.

Our school district is a small but mighty district that, just by our small size, allows us to know our students at a deep level. Personalizing learning experiences has been at the core of our culture for many years. Our schools sit on the same campus, directly across the street from each other. It is not unusual for our seniors to invite their kindergarten teachers to their graduation and for them to attend. Our small class sizes lend themselves perfectly to putting each and every student at the center of all we do. Hinsdale Middle High School currently has an advisory program in place for all students in grades 6-12. Our most recent advisory project has been to embark on a journey of kindness. All students, teachers and support staff spend time every week in their advisory exploring acts of kindness that take place throughout the



country and engage in discussions that connect those acts of kindness to our own school and our own community. We use these “Kindness 101” montages as our anchor values for the week, touching on them with students and staff in our interactions and collaborations. Additionally, as we continue to embody and expand on the NGLC Brave Agreements highlighted above, we are committed to strengthening our advisory program through a researched – based approach using EL’s CREW as our model. Crew is both a structure and a culture in EL Education schools. As a structure, it can be like a regular advisory period. As a culture, it serves as an ethos of inclusion: students strive to reach ambitious goals together as a community. They are responsible for their own well-being and their classmates’ well-being. Currently, Hinsdale Middle High School provides extended learning opportunities for our students as a pathway to explore their interest and passion. We currently engage with over 100 community partners in different capacities to assist us in providing rigorous, hands-on academic experiences that both enhance and enrich our students’ vision of possibilities of life after Hinsdale. We are dedicated to widening these community relationships and these authentic experiences so that all students in our school district have the opportunity to participate. In order to achieve this vision, we redeveloped an existing support position that will direct K-12 career readiness inquiry and opportunities, allow all students to explore interests and passions through a variety of academic experiences, work with business partners to help us align rigorous curriculum that will help better prepare our students for their future, and provide each student with the responsibility to be charge of their own learning by choosing a path that is unique to their gifts and strengths, while being guided by teachers that are committed to our vision that every child can learn at their highest level.


### LETTER OF SUPPORT, ASSURANCES, AND COMMITMENTS

Please provide a letter of support from a senior district/charter administrator, assurances from key staff, and review the commitments for participation.

**Letter of Support:** Please upload your district/charter letter of support. \*

*\* You can only upload a PDF file with a maximum size of 10 MB. The letter must be uploaded with your application.*

Submitted files

 PDF Bravely Letter of Support - David Ryan.pdf

**Assurances:** Please certify, by your answer below, that you have secured the support from key staff for Bravely participation.

- **School-based Teams:** Please provide the name, email address, and phone number of a district/charter-level point of contact.

- **District/Charter-level Teams:** Please certify that you have secured assurances from school leaders to engage in Bravely.



David Ryan, Superintendent of Schools

**Commitments:** In order to receive the full grant, we kindly request the following commitments from **each participating team member and ask that the person submitting the application understands and agrees to these commitments on behalf of the participating team.** Thank you. \*

*Please check each box acknowledging each of the commitments*

- ☒ Form a team composed of 5-6 individuals to lead your school/district/charter's Bravely commitment. This team should include individuals who are charged with leading the work at each school in reimagining student success.
- ☒ All Bravely team members participate fully, except in circumstances of extreme exigency, in all agreed-upon Bravely team meetings and coaching connections. The Bravely team meets as a group as needed on their own to complete related work in their schools.
- ☒ Share data collected as part of the team's Bravely work with NGLC, guided by your school/district/charter policies. Any individual-level data that is collected to support the team's Bravely work will not contain identifiable information and may be aggregated as needed when shared with NGLC. NGLC commits to preserving the confidentiality of all data.
- ☒ Review and pilot the use of one or more data-gathering tools. NGLC commits to preserving the confidentiality of all data gathered.
- ☒ All Bravely team members communicate with NGLC in a timely way, especially as it pertains to decision-making that affects all who participate.
- ☒ District/Charter point of contact acts as a liaison between the Bravely team and district/charter administration, keeps informed of the Bravely team's work, and meets at least quarterly with NGLC to monitor growth.
- ☒ Each team member completes participant surveys in order to provide feedback to NGLC to improve Bravely and the participant experience.
- ☒ Develop and deliver the Showcase of Learning at the end of the Bravely commitment.

*Please refer to the [Bravely Overview](#) for more information about the program, grant, and expectations for participation. We will provide further information to facilitate your participation once teams are selected into Bravely.*

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson  
Director of Personalized Learning

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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To: Hinsdale School Board  
From: Jane Fortson, CPA  
Business Administrator  
Re: Monthly Report – June 2024  
Date: 06/09/2024

We continue to work with TD Bank, to implement the positive pay program as an additional fraud prevention procedure, however, our check stock and the security features built into it have caused a delay, as we have two more years of check stock remaining, if it cannot be overcome, TD Bank has offered to pay the cost of new checks.

I am requesting a motion to have the amount up to \$33,000 transferred to the food service from the operating budget to the food service budget for the bad debt incurred for both this year and last year as no amount was transferred last year as needs to be each year. The current amount of bad debt is \$32,820.77 as of June 10<sup>th</sup>. The amount should not exceed \$33,000 and will most likely be far less as we continue to collect negative balances throughout the week. This amount must be transferred to the food service accounts because “schools participating in the NSLP/SBP are prohibited from writing off or carrying over any bad debt in their food service program. Schools must reconcile the food service accounts at each year’s end, transferring funds from another account, such as the general operating fund, in order to bring the debt off the food service books.” This amount will be a bottom-line transfer.

Lastly, regarding the decision to participate in the Community Eligibility Provision (CEP) allowing free breakfasts and lunches to all elementary students.

Using the state’s CEP estimator and predicting that the number of students participating in lunch will increase, it demonstrates that there would be a break even to slight loss in revenues to the district as well as the opportunity to not incur increased student elementary debt for elementary students, as the current amount of debt relative to the elementary students is approximately \$15,500, which is two years’ worth of debt. The opportunity for all elementary students to participate in and receive both a healthy lunch and breakfast outweighs the minimal loss. The district has been running at a profit in their food service monies and has been required to spend down, this is the best way to spend down any monies that remain.

Combining the above factors, I would like to ask the board to allow the district to participate in the Community Eligibility Program for elementary school. A motion would need to be made.

DIRECTOR OF  
PERSONALIZED  
LEARNING'S  
REPORT



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace  
Director of Student Services

Karen Thompson  
Director of Personalized  
Learning

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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It's hard to believe that the end of the school year is upon us.

I would like to recap a few highlights that I think stood out in Teaching and Learning this year;

- Under the guidance of Jeanne Sturges, we implemented a new k-8 ELA curriculum. This has been a huge undertaking, but we are pleased with the direction it is going and are hopeful that we will see an increase in reading scores ( as well as a greater love for reading) as we continue to stay consistent with our implementation of the Science or Reading.
- Speaking of test scores, NWEA scores show our kids are inching in the right direction. We will have Spring NH SAS data in the fall to compare our scores. We know that science is an area that needs our attention, and we will begin our Science program review process in the fall. Our Social Studies Review process is well underway. We have a team of 5 teachers that have been working with an outside consultant to review our SS competencies and school wide expectations. We will follow the same process for the Science review.
- We completed our Portrait of a Learner. We currently have a high school student completing the visual and Mr. Benson is working on digitizing it so it can go live. I hope to work with the elementary school to develop a visual for their core values so that we can begin to connect the two.
- At the beginning of the year, at the board's request we began to embark on improving kindness in our district. Our Kindness 101 initiative led to Kindness Day in our community, which in turn has started a grassroots movement, led by students, to continue AND grow the day next year. April of 2025 will be our new and improved community Kindness Day.
- Students examples of learning to use their voices are popping up all over the district. It's no secret that student voice is my passion so to see elementary school students presenting to the school board, middle school students presenting to state leaders and other teachers and high school students giving honest and open feedback through our Portrait of a Learner work, tells me that our district is truly becoming student centered. I honestly get goosebumps when I think of the exciting opportunities that lie ahead for HSD.
- This year, during our ELO exhibitions we had students get offered new ELO's because of the work they presented. Authentic learning that personalizes experiences really allows our students to shine.
- A goal for me is to always lift teachers and provide them with the opportunity to grow. We want to support teacher growth, always. Encouraging and supporting our teachers to learn new things creates a stronger learning community for all of us but especially our students. As you know, the CBA sets aside funding for every teacher for PD every year. At the end of the year any excess dollars that teachers have not used goes into a pot for teachers more funding above their allotted amount. Every year for the past

several years, that pot of funding has had excess dollars left unused. This year I am so excited to report that we have emptied the pot. That means that our teachers are taking advantage of deep meaningful professional development, some through intensive coursework, others through great conferences, or professional Learning communities. Our teachers are taking on opportunities that grow their capacity as educators, which in turn means that our students will be provided rich learning experiences in the classroom. A huge shout out to our HSD teachers and paras for growing their potential and for making Hinsdale School District a district we can all be proud of.

I wish everyone an enjoyable and restful summer. I can't wait to see what next year brings.

Respectfully Submitted,

Karen Thompson

# PRINCIPAL'S REPORT

Hinsdale High School



# HINSDALE MIDDLE / HIGH SCHOOL

49 School Street  
Hinsdale, New Hampshire 03451

John J. Barth  
Principal

Patricia A. Wallace  
Special Education Coordinator

Christopher S. Ponce  
Assistant Principal

Sam Kilelee  
Athletic Director

7 June 2024

Over the past month several year-end events in the Middle High School have been accomplished. The evening of 18 May 2024 the Hinsdale High School prom occurred in Greenfield Ma with no issues.

On 24 May 2024 the New Hampshire Statewide Assessment System (NH SAS) was completed to 100% for all eligible students within HMHS. This number considers ineligible students and students that were opted out of the exams. We are currently waiting for the ELA portion of the exam for results. According to the state of New Hampshire, they should be available later this summer as the ELA portion is hand scored this year.

The evening of 28 May 2024 the staff hosted the academic awards night to include over 20 families. Awards were handed out for academic success in all content areas as well as 10 presidential awards for academic excellence.

On 31 May 2024 all Middle School teacher schedules for the 24-25SY were distributed to teachers. On 3 June 2024 all High School teachers had their teaching schedules for the 24-25SY distributed. Student schedules are being tracked to be in students' hands on the first day of school for the 2024-2025SY.

Currently the senior class is underway with their finals. These finals are being taken in a separate location from the underclassmen. Under the supervision of Mrs. Hammett, while in the HMHS Library, the testing is being conducted for the seniors unless otherwise applicable. While the seniors are taking their finals the rest of the MHS is continuing with classes in preparation for their finals the week on 10 June 2024.

Currently I am working with guidance and the superintendent to implement a credit recovery system. We have budgeted for Edmentum this year and will be using the Plato platform for credit recovery starting with any senior that may need to finish credits and working our way backwards through the grades. Credit recovery will focus on core classes (English, Science, Math, and Social Studies). On 5 June 2024 I met with a Keene High School Plato Coordinator to receive training on the system, its implementation and how to enroll students. We will be sending out letters to the eligible students after school concludes with the enrollment process and the procedure for recovery.

**Perseverance   Advocacy   Collaboration   Empathy   Responsibility   Scholarship**

SAU 92 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 92 also provides equal access to buildings for youth groups. Link to Training

- <https://nhprimex.org/explore-training/single/understanding-sexual-harassment/> Questions about Title IX can be referred to the SAU 92 Superintendent, Dr. David Ryan, [dryan@hnhhsd.org](mailto:dryan@hnhhsd.org) or 603-336-5728

Tel. (603) 336-5984 – Fax (603) 336-7497 – E-mail [jbarth@hnhhsd.org](mailto:jbarth@hnhhsd.org)

The freshmen class will be hosting the final middle school dance on 14 June 2024. Mrs. Kilelee and Mrs. Johnson are the class advisors and will be present along with me.

Currently behavioral incidents are down in the 4<sup>th</sup> (taken 6 June 2024) quarter compared to the remainder of the year. The numbers are as follows:

	q1	q2	q3	q4
Number of referrals	284	196	133	116
Identified students with referrals	77	46	37	18
Bullying	2	13	4	10
Civil rights				2
Harassment				5
profanity/gestures	42	22	25	17
Aggression	11	15	5	4
Truancy	15	39	6	1
Bus Issues		4	8	
Middle school	109	69	67	74
High School	175	127	58	42

Christopher Ponce, Assistant Principal

# PRINCIPAL'S REPORT

Hinsdale Elementary  
School



## June 2024 Board Report

### Student Discipline Update

Here is the updated discipline information that the board asked for by quarter. It includes referrals up to June 3<sup>rd</sup>.

Category	Quarter 1			Quarter 2			Quarter 3	Quarter 4
Number of Referrals	43			81			88	96
Number of Student Referrals	38			38			38	48
Identified Students with Referrals	10			19			12	23
Bullying *	Rpt	Sub	Unsub	Rpt	Sub	Unsub	Rpt = 4 Sub = 3 Unsub = 1	Rpt = 15 Sub = 1 Unsub = 14
	0	0	0	4	1	3		
Civil rights	0			0			0	2
Harassment	0			0			0	0
Profanity	4			1			1	1
Truancy	1			1			0	2
Aggressive Action **	7			28			22	30
Bus	11			11			9	2
Repeat Referrals (4 or more)	8			6			6	7

\*Reports of bullying are often inaccurate, and the term is used for labeling unkind behavior or conflict between two students. For example, and your reference, one report involved multiple students disagreeing with one student who claimed a necklace was pure gold. Another one was a one-time situation that one student picked on the type of sneaker being worn and a one-time situation that one student is excluded from playing with two others at recess. These are all reported but do not rise to the level of bullying.

\*\* Aggressive action includes damage to property, hitting, kicking, biting, tipping chairs and tables.

### Student Presentation

The fourth-grade students wrote acrostic poems on our four core values and a representative sample of them has volunteered to read their poems to the board tonight.

It has been the usual busy end of the year activities. In addition to the events listed below teachers worked on developing the class lists for next year

### Events- Past and Future

- Girls on the Run Pep Rally May 20<sup>th</sup>
- Memorial Day Performance May 23<sup>rd</sup>
- PD Day May 24<sup>th</sup>
- Band Concert May 30<sup>th</sup>
- Kindergarten Town Government Field Trip June 4<sup>th</sup>
- Wall Tile Unveil June 4<sup>th</sup>
- Kindergarten Open House June 5<sup>th</sup>
- State Testing Completed June 7<sup>th</sup>
- MAP Testing Completed June 7<sup>th</sup>
- Senior Walk June 7<sup>th</sup>
- Grade 4 Field Trip June 7<sup>th</sup>
- Preschool Graduation June 13<sup>th</sup>
- Grade 2 Field Trip June 13<sup>th</sup>
- PTA Field Day June 14<sup>th</sup>
- Grade 5 Recognition June 17<sup>th</sup>

### Current Fall Enrollments

Pre K – 12/8 respectively 3 and 4 year old

K = 37 (3 classrooms)

1 = 31 (3 classrooms)

2 = 33 (2 classrooms)

3 = 30 (2 classrooms)

4 = 44 (3 classrooms)

5 = 42 (2 classrooms)

I'll see you around.

# DIRECTOR OF TECHNOLOGY'S REPORT



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace  
Director of Student Services

Karen Thompson  
Director of Personalized  
Learning

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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Justin Therieau Director of Technology  
June Technology Report

Hinsdale School Board,

Another school year is winding down. The IT side of the help desk handled 1036 tickets to date. We usually see another 1-2 dozen tickets to end the year. This number does not include the additional work needed in December, January, and February following the cyber-attack. I am proud of the service my department provided to our students and staff this year. We look forward to providing support for the different end-of-year events in the coming weeks. It is always great to see the different parts of our district highlighted.

The technology department is providing the school board with laptops for the distribution of the monthly board packets and other documents from the school to the board. The use of these devices will hopefully save a lot of paper and time creating physical packets. During the budget season these will help save us from printing revisions to the budget as they are created. I will spend some time during my report portion of the meeting ensuring that each of you can get onto the device and signed into OneDrive. These devices are numbered and assigned to you specifically. When/if your term comes to an end, we will ask for the device to be returned so it can be provided to the new member. I hope this change is welcomed and helps the district save money through time and materials.

We are currently in the process of completing interviews for the Digital Learning Specialist position. We hope that by the end of this fiscal year we will have a candidate selected and ready to start a new year with us. I am excited about what this position will be able to provide for our students and staff. We hope to offer in-depth PD opportunities, on-the-fly lesson assistance, guidance and new ideas to integrate technology into existing instruction, and so much more.

The technology department wants to thank the board for their support this year and we look forward to providing another year of service

# BOARD BUSINESS



May 30, 2024

David Ryan  
Superintendent  
Hinsdale School District  
P.O. Box 27  
Hinsdale, New Hampshire 03451

**Grant Reference #: TC2405-120823**

Dear David Ryan,

I am happy to inform you that Next Generation Learning Challenges (NGLC), a project of The Tides Center, has decided to give your organization a grant in the amount of \$12,500.00. This grant is for your organization's general support. On behalf of the Tides community, I would like to thank you for your important work in this field.

Your payment schedule is reflected in the table below:

Payment Number	Scheduled Payment Date	Payment Amount	Payment Method	Payment Delivery
1 of 2	May 30, 2024	\$6,250.00	Check	Checks are sent separately via first-class mail to the address on this award letter and should arrive within 5-7 business days from the scheduled payment date.
2 of 2	June 30, 2025	\$6,250.00	Check	Checks are sent separately via first-class mail to the address on this award letter and should arrive within 5-7 business days from the scheduled payment date.

By accepting payment, you agree to all the terms and conditions set forth in this letter.

The conditions of this grant are as follows:

No reporting is required for this grant.

To receive the full grant, we kindly request the following commitments from the Bravely team and each team member:

1. Form a team composed of 5-6 individuals to lead your school/district/charter's Bravely commitment. This team should include individuals who are charged with leading the work at each school in reimagining student success.
2. All Bravely team members participate fully, except in circumstances of extreme exigency, in all agreed-upon Bravely team meetings and coaching connections. The Bravely team meets as a group as needed on their own to complete related work in their schools.
  - a. May 2024 - Team lead orientation meeting - virtual
  - b. June 2024 - Bravely kickoff session - virtual

## **TIDESCENTER**

**SAN FRANCISCO** 1012 Torney Avenue | San Francisco, California 94129 | T 415.561.6400 F 415.561.6401

**NEW YORK** 55 Exchange Place, Suite 402 | New York, New York 10005 | T 212.509.1049 F 212.509.1059

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- c. August 2024-June 2025 - Monthly team meetings and coaching connections - virtual, with one in-person team meeting at your site; Quarterly district/charter leadership coaching - virtual
  - d. June 2025 - Showcase of Learning in-person at your site
3. Share data collected as part of the team's Bravely work with NGLC, guided by your school/district/charter policies. Any individual-level data that is collected to support the team's Bravely work will not contain identifiable information and may be aggregated as needed when shared with NGLC. NGLC commits to preserving the confidentiality of all data.
  4. Review and pilot the use of one or more data-gathering tools. NGLC commits to preserving the confidentiality of all data gathered.
  5. All Bravely team members communicate with NGLC in a timely way, especially as it pertains to decision-making that affects all who participate.
  6. District/charter point of contact acts as a liaison between the Bravely team and district/charter administration, keeps informed of the Bravely team's work, and meets at least quarterly with NGLC to monitor growth.
    - a. Participating teams identify one person on the team to serve as its main contact with NGLC. This member must have decision-making power. School-based teams also identify a district/charter-level administrator as a point of contact.
  7. Each team member completes participant surveys to provide feedback to NGLC to improve Bravely and the participant experience.
  8. Develop and deliver the Showcase of Learning at the end of the Bravely commitment.

All expenditures made for the purposes of the grant shall appear in your organization's financial records, and such records will be made available to Tides at reasonable times upon request.

Your organization agrees to notify Tides immediately, in writing, of any change in its tax-exempt status (if currently a tax-exempt organization), its executive staff or key staff responsible for achieving the grant purposes, or any other change in its program that would affect its ability to achieve the grant purposes.

This grant is not earmarked for transmittal to any other entity or person, whether or not mentioned in any proposal or other correspondence, oral or written, from your organization. Your organization accepts full control of the grant and its disposition and responsibility for complying with the terms and conditions in this letter. This grant does not represent the payment of a pledge or other financial obligation.

For grantees engaged in activity in Arizona only: Through this grant agreement, Tides opts out of allowing Grantee to use any of the grant funds for campaign media spending as that term is defined under the Arizona Voters' Right to Know Act.

Your organization shall not use funds to participate in or intervene in (including the publishing or distribution of statements) any campaign on behalf of (or in opposition to) any candidate for public office; or fund any specific voter registration drive that is conducted in a manner that favors a particular candidate or slate of candidates. Your organization has not violated and will not violate any federal or state laws applicable to campaign finance or lobbying limitations or reporting rules, and will indemnify, defend and hold Tides harmless from all costs or damages incurred by Tides arising

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out of your organization's activities, to the fullest extent permitted by law.

Your organization agrees that it will use any copyright, patent, trade secret, trademark or other intellectual property or proprietary rights (collectively, "Intellectual Property") developed by your organization with grant funds solely for charitable, educational or scientific purposes within the meaning of Section 501(c)(3) of the Code. In the event that your organization licenses or transfers Intellectual Property to a third party, such license or transfer will also comply with Section 501(c)(3) of the Code.

You certify that your organization does not discriminate on any unlawful basis with regard to hiring or employment practices or in the administration or provision of programs and services, and does not discriminate on the basis of sexual orientation or gender identity.

Your organization agrees to comply with all applicable laws, including but not limited to those relating to terrorism, trade sanctions, bribery or corruption, including the regulations promulgated by the Office of Foreign Assets Control of the U.S. Department of the Treasury, the U.S. Foreign Corrupt Practices Act and, if not a U.S. entity, any other similar laws applicable to organizations doing business in your country. Your organization certifies that no grant funds will be used to promote or engage in violence or the destruction of property, or to provide support or make payments to any person or entity that promotes or engages in such activities. Tides reserves the right to modify or discontinue funding associated with this grant if your organization fails to comply with the terms of this Grant Award Letter, or if Tides determines that any statements, representations or documents provided by your organization, including in any grant reports, is false or materially misleading. In such an event, your organization agrees, at Tides' request, to repay grant funds and/or redirect them to another organization selected by Tides to carry out the purposes of this grant. Your organization will indemnify, defend and hold Tides harmless from any costs or damages incurred by Tides related to any misrepresentation in or failure to comply with this Grant Award Letter.

Your organization certifies that it is legally authorized to receive this grant under its own policies, as well as any other applicable laws and regulations. Your organization certifies that the person accepting payment has the authority and has obtained all necessary approvals to accept the grant award.

If you have occasion to announce or acknowledge this grant publicly, please indicate that support was provided by Next Generation Learning Challenges (NGLC), a project of The Tides Center.

If you have further questions, please contact Lauren Levine, Advisor, by email at [llevine@tides.org](mailto:llevine@tides.org).

Tides has supported organizations working for positive social change since 1976. We are proud to include your organization in that history, and we wish you the best of luck in your endeavors!

Sincerely,



Janiece Evans-Page  
Chief Executive Officer

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**NEW YORK** 55 Exchange Place, Suite 402 | New York, New York 10005 | T 212.509.1049 F 212.509.1059

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## NHCF Grant Award Letter

Make A Grant <makeagrant@nhcf.org>

Thu 5/30/2024 4:10 PM

To: David Ryan <dryan@hnhds.org>

You don't often get email from makeagrant@nhcf.org. [Learn why this is important](#)

May 30, 2024

Mr. David Ryan, EdD, Superintendent of Schools  
SAU #92 Hinsdale School District  
49 School Street  
PO Box 27  
Hinsdale, NH 03451

Grant ID#: 159643

Dear Mr. Ryan:

Congratulations! I am pleased to inform you that a \$5,275.00 grant has been approved to your organization from the Geoffrey L. Holt Fund, one of the Foundation's donor-advised funds. The grant is to support the AP summer institute.

We have transitioned from paper award letters. This is your official grant award letter, so please keep this email for your records. The grant award check will be mailed to your organization within 7-10 business days. Please carefully review the Terms of Award below, which explain the terms and conditions of the grant. Deposit of the grant check signifies your acceptance of and intent to comply with these terms. The fund advisors have received a tax receipt for donations made to their fund, and no additional documentation is needed for tax purposes.

If you choose to publicize your work, please acknowledge support from the New Hampshire Charitable Foundation's Geoffrey L. Holt Fund. Please refer to our Press Kit at [www.nhcf.org/publicity](http://www.nhcf.org/publicity) for additional information. We also encourage you to share your story with us so we can help publicize your good work. If you would like to send a note of thanks to the donors, please address all correspondence to Donor Services at the New Hampshire Charitable Foundation, and we will forward as appropriate.

If you have questions about the grant check, grant purpose, or Terms of Award, please refer to our website's FAQ page: [www.nhcf.org/checkmintfaq](http://www.nhcf.org/checkmintfaq).

If you still need assistance or if this email has reached you in error, please forward it to the person in your organization who should receive it contact us at [checkmint@nhcf.org](mailto:checkmint@nhcf.org) so that we may correct our records. Questions about the donors who recommended this grant may be sent to [donorservices@nhcf.org](mailto:donorservices@nhcf.org).

Our best wishes for the success of your programs.

PLEASE NOTE: By accepting this gift, the grant recipient acknowledges that the entire value of this contribution is for charitable purposes and no goods, services or benefits were provided to any individuals affiliated with said donor-advised fund.



## TERMS OF AWARD

Grant awards from the New Hampshire Charitable Foundation are made only for the purpose(s) specified in the enclosed grant award letter. Deposit of the grant award check signifies your intent to comply with the terms and conditions of the award as outlined below and in the grant award letter.

### Expenditure of Grant Funds:

The grant funds are awarded only to the grant recipient and for the amount and purpose(s) specified in the grant award letter, and subject to any conditions included therein.

Grant funds may be (but are not required to be) used to support attempts to influence legislation of any governmental body in accordance with the grant recipient's project proposal and/or grant award letter, and any applicable IRS regulations. Within reportable activities, the grant recipient must track and report both direct and grassroots activities and submit this to the New Hampshire Charitable Foundation. No part of any grant may be used for support of a political campaign.

### Return of Grant Funds to the New Hampshire Charitable Foundation

Grant funds will be returned if the New Hampshire Charitable Foundation determines that the grant recipient has not performed in accordance with the Terms of Award, or met the conditions described in the grant award letter.

Unexpended grant balances should be returned to the New Hampshire Charitable Foundation if the grant recipient loses its exemption from federal income taxation as provided for under Section 501(c)(3) of the Internal Revenue Code.

### Reports

A grant report is only required if it is specified as a condition in the grant award letter. If no such condition is noted, there is no requirement to provide any type of grant report. However, at times, a New Hampshire Charitable Foundation staff member may reach out to learn about the general impact of the grant funding within the grant recipient's organization.

### Acknowledgement and Publicity

The New Hampshire Charitable Foundation encourages you to publicize your work, including acknowledgement of this grant funding. A "Grantee Press Kit" can be found on the New Hampshire Charitable Foundation website for additional guidelines and assistance.

### Anti-Discrimination in Grantmaking Policy

The New Hampshire Charitable Foundation does not knowingly fund organizations or projects that illegally discriminate with regard to employees, volunteers, or clients served based on age, sex, religion/creed, race, national or ethnic origin, sexual orientation, gender identity or expression, physical or mental ability, marital status, military or veterans status, pregnancy or genetic information.

### Future or Additional Funding

No actual or implied promise of future funding has been made beyond the funding specified in the grant award letter. If any grant funds are returned, for any reason, there will be no further obligation in connection with this grant award.

**Job Title:** **MULTI-TIERED SYSTEM OF SUPPORT (MTSS-READING) COORDINATOR, HINSDALE ELEMENTARY SCHOOL**

**Job Goal:** The MTSS-Reading (MTSS-R) Coordinator plays a pivotal role in shaping the literacy foundation of our students. They will be instrumental in overseeing reading intervention programs and facilitating professional development as they guide implementation of the essential elements of MTSS-R. Working closely with the Title I Program Manager, teachers and Title I staff, the coordinator will guide implementation of multi-tiered systems of support for literacy that are engaging, effective, evidence-based and rooted in the Science of Reading. They will be responsible for collaborating closely with the district Curriculum Coordinator/Title I program manager, building administrators, educators, support staff, families, and students to establish, implement, and continuously improve the essential elements of MTSS-R. This position is an integral part of a greater team and requires flexibility, out-of-the-box thinking, and strong collaborative skills.

**Qualifications:**

- Minimum of five years' experience as an elementary teacher.
- Demonstrated success in implementing practices related to a multi-tiered system of support, including for instruction, curriculum development, and professional development.
- Demonstrated success in coaching and training staff in tiered systems of support for literacy and Science of Reading based practices.
- Experienced literacy and/or curriculum, instruction and assessment leader preferred.
- NH Reading and Writing Specialist (0037) certification preferred.
- Minimum of a bachelor's degree from an accredited college or university; master's degree in Reading/English Language Arts or Curriculum/Instruction with an emphasis in literacy instruction preferred.

**Reports to:** Coordinator of Curriculum, Instruction and Assessment or designee

**Type of Position:** 195 days **Wage:** Contract

**Hours per week:**

**Essential Core Values:**

- All students can learn at high levels and being student-centered is a driving core practice.
- Supporting all students' social, emotional, and intellectual growth is essential to nurturing academic success and well-being.
- Fostering collaboration and a sense of belonging and seeking different perspectives from many stakeholders are the building blocks of a vibrant school culture that leads to greater equity and educational success for all students.



**Responsibilities:**

- Tiered Intervention Planning: Collaborate with educators, administrators, and support staff to develop screening, assessment and tiered intervention strategies tailored to meet the diverse needs of students.
- MTSS-R Implementation: Lead the implementation, continuous improvement, and sustainability of the Multi-Tiered System of Support elements across all grade levels including the cohesion and continuity of instruction, assessment, and curriculum across universal instruction and tiered literacy supports.
- Coaching and Professional Development: Provide coaching and facilitate on-going embedded professional development for teachers and staff on MTSS-R principles, strategies, and best practices to ensure fidelity of implementation across all tiers.
- Assessment and Data Analysis: Coordinate the collection and analysis of student data to identify academic needs, use of screeners, various formative and summative assessment tools, and standardized tests as appropriate.
- Progress Monitoring: Establish systems for ongoing progress monitoring to assess the effectiveness of interventions and make data-driven decisions about student needs and intervention adjustments.
- Data Management and Reporting: Maintain accurate records of student interventions, progress monitoring data, and outcomes, and prepare reports to communicate progress and effectiveness of the MTSS program to stakeholders. Investigate, research, and implement new technologies that will assist in data collection and analysis, as available.
- Parent and Community Engagement: Develop and implement diagnostic approaches that foster partnerships with families and community stakeholders to support student success within the MTSS framework, including providing intervention strategies, resources, workshops, and information sessions.
- Collaboration and Coordination: Facilitate collaboration with the ELA leadership team, MTSS teams and other school/district staff.
- Continuous Improvement: Stay current with research, trends, and best practices related to MTSS and evidence-based interventions and use this knowledge to continuously improve the MTSS program and practices.
- Compliance and Accountability: Ensure compliance with state and federal regulations related to MTSS and Title 1 services and participate in program evaluation and accountability measures as required.
- Other related duties as assigned by the Curriculum Coordinator/Title I Program Manager or Principal.

**Knowledge, Skills, and Abilities**

- Skilled in implementing evidence-based practices for tiered literacy systems of support.
- Skilled in Science or Reading based pedagogy and practices. Knowledgeable in structured and systematic approaches to foundational literacy (e.g., LETRS).
- Skilled in coaching teachers and staff in effective use of strategies for supporting reading instruction across tiered systems of support.



- Skilled in differentiating instruction based on varied student learning needs, using diagnostic data to tailor instruction to meet the needs of the student(s).
- Skilled in delivering instruction that reflects multiple perspectives and multicultural education.
- Skilled in fostering a professional collaborative culture.
- Excellent organizational, communication, and data management skills.

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS**

Lift up to 10 lbs.: Frequently required  
 Lift up to 25 lbs.: Occasionally  
 Lift 26 to 50 lbs.: Rarely  
 Lift over 50 lbs.: Rarely

CARRY up to 10 lbs.: Frequently required  
 CARRY 11 to 25 lbs.: Occasionally  
 CARRY 26 to 50 lbs.: Rarely  
 CARRY over 50 lbs.: Rarely

REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
 PUSH/PULL: Occasionally

**OTHER PHYSICAL CONSIDERATIONS**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely  
 Kneeling: Rarely  
 Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

**WORK SURFACES:** (describe)

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:**

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

**HAND MANIPULATION:**

Grasping: Occasionally  
 Handling: Frequently required  
 Torquing: Occasionally  
 Fingering: Frequently required

**Environment: Inside: 98% Outside: 2%**

Short Description: (Example: Work is performed inside and out of doors in an environment Which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COGNITIVE AND SENSORY REQUIREMENTS:**

Talking:	Necessary for communicating with others.
Hearing:	Necessary for receiving information and instructions.
Sight:	Necessary to do job effectively and correctly.
Tasting & Smelling:	Smelling required to detect noxious fumes and odors.

**SUMMARY OF OCCUPATIONAL EXPOSURES:**

Bacterial and viral infections carried by children  
Cleaning products

**Special Conditions of Employment**

All employees must pass a criminal history background check.

I have reviewed this job description and am in acceptance of its parameters.

---

Employee signature

---

Date

---

Human Resources signature

---

Date

**Job Title:** ESOL TEACHER

**Required Qualifications:**

- Bachelor's Degree
- Knowledge of second language acquisition
- Ability to handle a multitude of varying and complex issues
- Excellent oral and written communication skills
- Ability to use technology effectively

**Desired Qualifications:**

- NH DOE ESOL certification
- Master's Degree or coursework in ESL
- Experience teaching high school Multilingual Learners (MLs)
- Experience in administering the WIDA Screener and WIDA ACCESS for ELLs 2.0
- Ability to communicate effectively and respectfully
- Strong organizational skills
- Ability to work with staff and community members
- Proficiency in a second language

**Job Goal:** The English for Speakers of Other Languages (ESOL) teacher will provide instruction to eligible students in English language instruction. The ESOL teacher will work collaboratively with the ESOL program coordinator/curriculum coordinator, school administration, staff, and classroom teachers to help English Language Learners (ELL) succeed in developing English language skills (i.e., speaking, listening, reading and writing) and in the general curriculum.

**Reports to:** Building Supervisor/Administrator

**Target population:** ELLs at WIDA proficiency levels 1-4.5

**Type of Position:** Part-time (.5) 188 days      **Wage:** Contract

**DUTIES AND RESPONSIBILITIES:**

- Prepare and deliver instructional lessons with clear and measurable objectives that meet Common Core, State and WIDA Frameworks to meet the individual needs of students.
- Provide culturally responsive and asset-based learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Use a wide variety of research-based second-language teaching techniques to ensure student learning.
- Design and demonstrate differentiated instruction to meet the needs of all students.
- Implement accommodations and curricular modifications as specified in educational plans (IEPs) for dually identified students.
- Use a variety of formal and informal WIDA-aligned assessments to accurately measure student progress and to inform instruction.
- Set student growth goals based on assessment outcomes.
- Plan and administer ACCESS 2.0 for ELLs testing.
- Work with administrators to prepare NH SAS testing schedules and identify appropriate accommodations to meet the needs of students.



- Maintain accurate records of students (i.e., attendance, punctuality, work/assignments, progress/proficiency) and maintain appropriate documentation of services rendered.
- Maintain confidentiality of information and comply with all Hinsdale School District policies and procedures.
- Maintain data on enrollment of the school's EL (English Language) and Former English Learner (FEL) population.
- Monitor FELs for four years, per NH DOE guidelines.
- Monitor success of ELs and former ELs.
- Collaborate with the Guidance Department to decipher transcripts from abroad, to create schedules, to support college and career readiness and identify support mechanisms.
- Communicate effectively with students, colleagues, parents, and the community.
- Actively involve families in their children's education.
- Set professional development goals, develop professional development plans, and participate in professional development activities that improve teaching practice.
- Perform all duties professionally and appropriately while interacting with students, parents, faculty, administration, and co-workers. Follow safety procedures and written and verbal instructions.
- Perform other tasks and assume other responsibilities as assigned by their supervisor.

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS**

Lift up to 10 lbs: Frequently required  
 Lift up to 25 lbs: Occasionally  
 Lift 26 to 50 lbs: Rarely  
 Lift over 50 lbs: Rarely  
 Kneeling: Rarely  
 CARRY up to 10 lbs: Frequently required  
 CARRY 11 to 25 lbs: Occasionally  
 CARRY 26 to 50 lbs: Rarely  
 CARRY over 50 lbs: Rarely  
  
 REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
 PUSH/PULL: Occasionally

**OTHER PHYSICAL CONSIDERATIONS**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely  
  
 Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

**WORK SURFACES: (describe)**

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:**

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

**HAND MANIPULATION:**

Grasping: Occasionally

Handing: Frequently required

Torquing: Occasionally

Fingering: Frequently required

**Environment: Inside: 98% Outside: 2%**

Short Description: (Example: Work is performed inside and out of doors in an environment Which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COGNITIVE AND SENSORY REQUIREMENTS:**

Talking:	Necessary for communicating with others.
Hearing:	Necessary for receiving information and instructions.
Sight:	Necessary to do job effectively and correctly.
Tasting & Smelling:	Smelling required to detect noxious fumes and odors.

**SUMMARY OF OCCUPATIONAL EXPOSURES:**

Bacterial and viral infections carried by children

Cleaning products

**Special Conditions of Employment**

All employees must pass a criminal history background check.

I have reviewed this job description and am in acceptance of its parameters.

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources signature

\_\_\_\_\_  
Date

Approved by the Hinsdale School Board June 12, 2024

**Job Title:** ESOL TUTOR

**Qualifications:**

- Bachelor's degree in education, TESOL, or a related field
- Min. 2 years' experience working with students of similar age in an educational setting
- Experience working with diverse student populations
- Strong communication and interpersonal skills
- Knowledge of the principles and methods of English language acquisition.
- Knowledge of research based instructional and assessment practices.
- Knowledge of child and adolescent development
- Proficient with technology, including relevant software applications
- Familiarity with special education practices and accommodations
- NH DOE ESOL Certification eligibility desired.

**Job Goal:** The English for Speakers of Other Languages (ESOL) tutor will provide support to eligible students in English language instruction and their content area coursework. The ESOL tutor will work collaboratively with the ESOL program coordinator/curriculum coordinator, school administration, staff, and classroom teachers to help English Language Learners (ELL) succeed in developing English language skills (i.e., speaking, listening, reading and writing) and in the general curriculum.

**Reports to:** ESOL Program Coordinator/Curriculum Coordinator or designee

**Target population:** ELLs at WIDA proficiency levels 1-4.5

**Type of Position:** 188 days      **Wage:** Contract

**Hours per week:** Varies

**DUTIES AND RESPONSIBILITIES:**

- Support the literacy needs of EL students following the guidance of ESOL specialists and Curriculum team.
- Plan and/or follow lessons and instruct students consistent with the principles and methods of English language acquisition. Instruction should focus on English language acquisition learning goals based on WIDA proficiency scales and on providing content-area support, as outlined by NH DOE minimum requirements and HSD administrative guidance.
- Implement individual and small group instructional routines under the guidance of the ESOL program coordinator/Curriculum Coordinator.
- Utilize a variety of intervention, engagement, and cognitive strategies to foster English language development including preparing students for the type of listening, speaking, reading and writing skills required to help them learn from and communicate with classroom teachers, and to be productive members of class, school and society.
- Administer formal and informal assessments to measure student progress and proficiency in English and to apply the results to instruction.



- Communicate with other ESOL teachers, classroom teachers, staff and administration to discuss and address student progress and needs.
- Apply an awareness of other academic fields and a reasonable and responsible attitude toward educating the whole child.
- Apply an understanding of how students learn and develop cognitive, linguistic, creative, social, emotional, and physical skills, and collaborates with other faculty and staff to meet individual student needs.
- Implement classroom/behavior management strategies to promote a positive learning environment; demonstrate an ability to effectively manage situations encountered in the performance of duties while exhibiting the proper respect for the dignity and worth of everyone involved.
- Maintain accurate records of students (i.e., attendance, punctuality, work/assignments, progress/proficiency) and maintain appropriate documentation of services rendered.
- Maintain confidentiality of information and comply with all Hinsdale School District policies and procedures.
- Perform all duties professionally and appropriately while interacting with students, parents, faculty, administration, and co-workers.
- Perform other tasks and assume other responsibilities as assigned by their supervisor.

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS**

Lift up to 10 lbs: Frequently required  
 Lift up to 25 lbs: Occasionally  
 Lift 26 to 50 lbs: Rarely  
 Lift over 50 lbs: Rarely  
 Kneeling: Rarely  
 CARRY up to 10 lbs: Frequently required  
 CARRY 11 to 25 lbs: Occasionally  
 CARRY 26 to 50 lbs: Rarely  
 CARRY over 50 lbs: Rarely

REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
 PUSH/PULL: Occasionally

**OTHER PHYSICAL CONSIDERATIONS**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely

Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

**WORK SURFACES:** (describe)

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:**

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

**HAND MANIPULATION:**

Grasping: Occasionally

Handing: Frequently required

Torquing: Occasionally

Fingering: Frequently required

**Environment: Inside: 98% Outside: 2%**

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