

**Hinsdale School Board Meeting
October 8, 2025
SAU Conference Room
6:00 PM**

This meeting is being held in person and via Zoom.

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTeS9JBs7WSfwL1bmQV24LMVYS.1>
Meeting ID: 880 7500 5127

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. | Review of the Manifests | A. Anderson |
| 3. | Minutes | A. Anderson |

1. Motion to accept the public and non-public minutes of September 10, 2025.
2. Motion to accept the public minutes of September 15, 2025.

- | | | |
|-----------|---------------------------|-------------|
| 4. | Citizens' Comments | A. Anderson |
|-----------|---------------------------|-------------|

Citizens will state their name and then direct their 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.

- | | | |
|-----------|---|-------------|
| 5. | Student Presentation – Eagle Scout Project | A. Anderson |
| 6. | Student Board Member Items | J. Stebbins |

7. Superintendent's Report

Dr. Ryan

1. Superintendent's Report – D. Ryan
2. Business Administrator's Report - J. Fortson
3. Director of Academics and Career Readiness' Report - K. Thompson
4. Principals' Reports - A. Roth (HMHS); Dr. Bremner (HES)
5. IT Director's Report - J. Therieau
6. Director of Student Services' Report – P. Wallace
7. Facilities Director's Report – N. Boudreau

8. New Board Business

A. Anderson

1. School Board Goals 2025-2026
2. School Board Handbook
3. Strategic Plan 2025-2030 Draft
4. Budget Transfer Request
5. Policies – Final Readings:
 - a. AB - New Hampshire Parental Bill of Rights
 - b. BEDG - Meeting Minutes
 - c. DID – Fixed Assets
 - d. EHAG - Use of Generative Artificial Intelligence
 - e. Appendix JICJ – R(1) - Unauthorized Communication Devices - RESCINDED - Procedures for Handling Unauthorized Communication Devices
6. Policies – First Readings:
 - a. BBAA – School Board Member Authority
 - b. BBA-R – School Board Powers and Duties - Part Ed 303 Duties of School Boards
 - c. EBCH – Chemical Safety and Chemical Hygiene Plan
 - d. EBCH-E(1) – Chemical Hygiene Plan
 - e. IHBH – Extended Learning Opportunities
 - f. IHBI – Alternative Learning
 - g. IHCA – Summer Activities
 - h. IIB – Class Sizes and Student-Educator Ratios
 - i. IJ – Instructional Resources and Instructional Resources Plan
 - j. JFABD – Admission of Homeless Children and Unaccompanied Youth

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.

- k. JFABD-R1 – Homeless Education Dispute Resolution Process
- l. JFABD-R2 – Homeless Education Dispute Resolution Process – Written Notification of Enrollment Decision (Denial of Enrollment Request)
- m. JFABD-R3 - Homeless Education Dispute Resolution Process – Written Notification of Enrollment Decision (Dispute)

Other Business

A. Anderson

- 7. Any other business to be conducted by the Board

9. Committee Reports

A. Anderson

- 1. Budget Committee Representative (A. Anderson, K. Hemlow = alternate)
- 2. Community Connections (A. Anderson, K. Hemlow)
- 3. Facilities Maintenance/Emergency (W. Dingman, Jr.)
- 4. HASP Advisory Board (K. Gardner, K. Hemlow)
- 5. Legislation/NHSBA (A. Anderson)
- 6. Personnel Committee (A. Anderson, W. Dingman, Jr.)
- 7. Policy Committee (K. Gardner)
- 8. Selectboard Representative (M. Sprague)
- 9. Strategic Plan Steering Committee (A. Anderson, K. Hemlow)
- 10. Tuition Exploratory Committee (K. Gardner, K. Hemlow)
- 11. Wellness (K. Hemlow, M. Sprague)

10. Citizens' Comments

A. Anderson

Citizens will state their names and then direct comments 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 Meeting
SAU Conference Room
September 10, 2025
6:00 PM**

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTes9JBs7WSfwL1bmQV24LMVYS.1>

Meeting ID: 880 7500 5127

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

Board Members Excused: N/A

Administration Present: Nathan Boudreau, Facilities Director; Dr. Molly Bremner, HES Principal; Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services

Others Attending: Michael Carrier, Selectboard Representative

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.

Review of the Manifests:

The Board signed the manifests. There were no questions.

Minutes:

1. Public and non-public minutes of August 13, 2025.

K. Hemlow MOVED to approve the minutes listed above. K. Gardner SECONDED. VOTE: 3-0-2, MOTION PASSED.

Citizens' Comments:

A. Anderson opened Citizens' Comments for 30 minutes. There were no comments at this time.

Student Board Member Items:

A. Anderson introduced the new Student Board Member, Jameson Stebbins, and thanked him for being the new Student Board Member.

Superintendent's Report:

Dr. Ryan reviewed his report with the Board. Highlighted:

- Hinsdale Goes Back to School Night. Over 200 families attended. Will meet next week to debrief.
- AP Rural Collaborative Pilot Program
- Third Annual Academic Convocation
- Leadership Seminar – Year Two
- Early Child Education Socialization Program – a Special Education Collaborative
- Positive Opening for Students and Staff

The Board thanked Dr. Ryan for his report.

Business Administrator's Report:

J. Fortson reviewed her report with the Board. The annual audit will begin in October. Noted that the number for the fund balance will be available early next month.

The Board thanked J. Fortson for her report.

Academics and Career Readiness Report:

K. Thompson shared her report with the Board. Spoke to how positive Convocation was and how leadership is supporting the vision of Learner Agency. Shared regarding a donation for teachers to apply for from Dr. Dennis Littky. 13 of 25 ELO students have already been placed.

M. Sprague shared that the Transfer Station has their first student ever and the ELO is off to a good start. Thanked K. Thompson for placing the student with them.

The Board thanked K. Thompson for her report.

Principals' Reports:

A. Roth reviewed her HMHS report with the Board. Highlighted:

- Opening Day
- Students adjusting to the new cell phone policy
- Consolidating standardized testing days
- Upcoming Events, including Open House on 9/25th
- C. Ponce is attending MTSS-B Trainings regarding Behavioral Supports
- Recently hired a Computer Science Teacher and Paraprofessionals

The Board thanked A. Roth for her report.

Dr. Bremner reviewed her HES report with the Board. Highlighted:

- Opening Day – focus on purpose, efficiency, joy and rigor
- Operations and Building Space
- Staffing Update - shared regarding recently filled and open positions, including a School Nurse

W. Dingman, Jr. mentioned Fire Prevention Week in October.

The Board thanked Dr. Bremner for her report.

Technology Report:

J. Therieau reviewed his report with the Board. The IT Department will be hosting and ELO student starting on Monday.

The Board thanked J. Therieau for his report.

Student Services Report:

P. Wallace reviewed her report with the Board. Featured staff member, Special Education Case Manager, Tara Conway.

The Board thanked P. Wallace for her report.

Facilities Report:

The Board reviewed N. Boudreau's report. Discussed the HES desks that are damaged and being phased out. The Board thanked N. Boudreau and the team for all the work on the playground over the summer. Dr. Bremner expressed appreciation for the positive changes.

W. Dingman, Jr. expressed appreciation to the Town for use of the equipment to assist with the playground work.

N. Boudreau highlighted the before and after photos in the OneDrive board packets.

The Board thanked N. Boudreau for his report.

School Board Retreat & Goal Setting:

Monday, September 15th, 5:00 PM at A1 Hinsdale.

Staff Handbook Updates (informational):

No action needed.

School Board Hiring Approval:

Board nomination forms will be discussed in the non-public session.

School Board Packets:

The School Board would like printed packets and will make arrangements to pick them up at the office. Would like reports with links emailed to them.

Overnight Trip Request:

A. Roth presented a request for an overnight field trip for the boys basketball team from 12/26/25 – 12/30/25.

W. Dingman, Jr. MOVED to approve the trip. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.

NHSBA Proposed Resolutions:

After discussion, the following motions were made:

K. Hemlow MOVED to approve the NHSBA's recommendation regarding resolution #13. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

K. Hemlow MOVED to approve the NHSBA's recommendations regarding resolutions #14 - 15. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

K. Hemlow MOVED to approve the NHSBA's recommendation regarding the proposed amended resolution #16. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

W. Dingman, Jr. MOVED to approve the NHSBA's recommendation to oppose resolution #17. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.

W. Dingman, Jr. MOVED to approve the proposed resolution #18, submission #6. K. Hemlow SECONDED. VOTE: 1-4-0, MOTION FAILED.

K. Gardner MOVED to approve resolution #19. W. Dingman, Jr. SECONDED. VOTE: 0-5-0, MOTION FAILED.

K. Hemlow MOVED to approve resolution #20. M. Sprague SECONDED. VOTE: 0-5-0, MOTION FAILED.

W. Dingman, Jr. MOVED to approve resolution #21, submission #9. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.

K. Gardner MOVED to approve resolution #22. W. Dingman, Jr. SECONDED. VOTE: 0-5-0, MOTION FAILED.

W. Dingman, Jr. MOVED to approve resolution #23. K. Hemlow SECONDED. VOTE: 0-5-0, MOTION FAILED.

W. Dingman, Jr. MOVED to approve resolution #24. M. Sprague SECONDED. VOTE: 0-5-0, MOTION FAILED.

Policies – First Readings:

1. AB - New Hampshire Parental Bill of Rights
2. BEDG - Meeting Minutes
3. DID – Fixed Assets
4. EHAG - Use of Generative Artificial Intelligence
5. Appendix JICJ – R(1) - Unauthorized Communication Devices - RESCINDED - Procedures for Handling Unauthorized Communication Devices

After discussion, the following motions were made:

K. Gardner MOVED to accept the policies listed above as First Readings as a group. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

Policies – Final Readings:

1. AC – Non-discrimination, Equal Opportunity Employment, and Anti-discrimination Plan
2. Appendix IHBA-R(1) – Programs for Pupils with Disabilities – Section 504 -Notice of Parent and Student Rights
3. DB – Annual Budget (reaffirmation)
4. DBC – Budget Preparation (reaffirmation)
5. DBI - Budget Implementation (reaffirmation)
6. DBJ – Transfer of Appropriation
7. DFGA – Crowd Funding
8. DIE – Audits
9. DIH – Fraud Prevention and Fiscal Management
10. DKC – Expense Reimbursements (reaffirmation)
11. JJE – Student Fundraising Activities
12. JLCG – Exclusion of Students Who Present a Hazard
13. KCD – Public Gifts/Donations

After discussion, the following motions were made:

W. Dingman, Jr. MOVED to accept the policies listed above as Final Readings as a group. K. Gardner SECONDED. VOTE: 5-0-0, MOTION PASSED.

N. Boudreau, M. Bremner, A. Roth, J. Therieau, K. Thompson, and P. Wallace were excused at 7:35 PM.

Other Business:

There was no other business.

Committee Reports:

1. **Budget Committee** – J. Fortson and A. Anderson attended the August meeting.
2. **Community Connections** – A. Anderson is posting upcoming events.
3. **Facilities Maintenance/Emergency** – No update.
4. **HASP Advisory Board** – No update.
5. **Legislation/NHSBA** – A. Anderson is attending the Delegate Assembly October 4th.
6. **Personnel Committee** – Meeting September 23rd.
7. **Policy Committee** – Met earlier today.
8. **Selectboard** – No update.
9. **Strategic Planning Steering Committee** – Dr. Ryan noted that the plan draft is being reviewed.
10. **Tuition Exploratory Committee** – No update. The Board set the 2025-2026 tuition rate at a previous meeting.
11. **Wellness** – No update.

Citizens' Comments:

There were no citizens attending in person. Alex Duso, attending online, asked regarding the status of the 2026-2027 budget. A. Anderson and J. Fortson shared that there will be information at the October meeting.

Donna Foster expressed appreciation for all the work Facilities did on the HES playground.

Non-public:

W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(b)(i) at 7:42 pm. K. Gardner 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 8:00 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 adjourn the meeting at 8:01 pm. K. Gardner 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
September 15, 2025
5:00 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 5:19 pm.

Citizens' Comments:

No members of the public were present.

Review of the 2024-2025 School Board Goals:

April led the board through a review of the 2024-2025 board goals and asked members of the board to share their thoughts on progress and recommendations. All members participated in the discussion and the summary results are included on the 2024-2025 Goal Review Template accompanying these minutes.

Realign priorities 2025-2026:

See the 2024-2025 Goal Review Template.

New Board Goals:

See the 2024-2025 Goal Review Template.

School Board Handbook Draft:

Dr. Ryan explained the concept and construction of the school board handbook, the purpose of the handbook, and the impact it will have for future board members. He explained that they had received the first three sections of it since it was the “heaviest” lift of the handbook design process and wanted feedback from the board on its direction. April shared that she thought it was definitely being developed in the direction that she wanted, and Wayne shared that it would be

very helpful to all new board members in the future. The board expressed appreciation for the project being completed and support for the way it was being done.

Other Business:

There was no other business.

Adjournment:

**K. Hemlow MOVED to adjourn the meeting at 6:40 pm. W. Dingman, Jr. 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 Goal Review Worksheet for 2024-2025

Goal	Achieved?	Evidence of Achievement or Progress	Revised Goal (if applicable)
The board will work with the superintendent to develop and approve a five year strategic plan.	80% achieved and waiting for the final draft at the October school board meeting.	The draft is in its final stages, has been sent to the board, is being refined for redundancies and then voted on in October. Expected to achieve in October 2025.	The board will work with the superintendent to budget and implement the elements of the approved strategic plan.
The board will effectively communicate with all stakeholders.	Yes	The tuition agreement postcard that mailed notified all households in town; we received feedback from members of the community about our mailing; the tuition agreement community forum and public hearing were both well attended; Community Connections has consistent activity with people making comments and acting on the information; the back to school event received a lot of positive feedback and participation with over 200 families served; improved communication with the HFT through the bargaining process with regard to informing their leadership of personnel actions (hiring, etc.) and their membership about policies when they are approved; board updates about HS with the Winchester School Board; principals each send a weekly newsletter to their families and superintendent sends a quarterly newsletter; several press releases were sent and subsequently printed in the two	The board will continue to effectively communicate with all stakeholders following a revised strategic communications plan.

Hinsdale School Board Goal Review Worksheet for 2024-2025

			local newspapers that cover the school district's region; the chair provides written statements to the school district as well as speaks at school district events; board members have 1:1 conversations with community members about all topic; the board chose to follow through with a public hearing and school district meeting vote on the tuition agreement when it was not required to do so;	
The board will continue to support the recruitment, hiring, professional culture, and growth of high quality personnel.	Yes		Worked with HFT to negotiate the CBA and build livable wages starting at the base level, making the district a regionally competitive employer; the board reviewed the staff climate survey results with the superintendent and saw a lot of areas that were positive and needing growth; the SAU and school level administrative teams all returned with no turnover, and those teaching and staff positions that did turn over were due to relocations, financial decisions, redesign (middle school) plans, and, in some cases, differences in approaches to public education. An indicator of promoting a strong staff culture is the promotion of a teacher to the special education coordinator position.	Continue as is
The board will continue to improve its approach to	Yes		Board passed a budget below a 2% increase for FY26; there were several budget committee	Continue as is

Hinsdale School Board Goal Review Worksheet for 2024-2025

fiscal leadership and financial responsibility.		meetings that lead to an increasing number of reductions and changes to the way the school district operates, including a middle school redesign process that helped eliminate almost \$250,000 from the next year's budget; the board has promoted consolidation of efforts between the town and school to help save money and eliminate duplication of services such as trash disposal, recycling, and metal recycling; a difficult but productive collective bargaining session with the HFT helped stabilize the growth of the wage lines while increasing the base salaries to be regionally competitive; the passing of a tuition agreement with Winchester has guaranteed additional revenue of over \$425,000 in the next fiscal year;	
Subgoal (a) The board will support the creation of a simply designed explanation of the proposed budget that presents the main concepts in a graphic format.	Yes	Effectively communicated about the budget in public and on social media throughout the budget year; we changed the language based on the audience; generated ample examples that consumers could understand; provided a budget book that explained more detail than anyone asked for which removed a lot of the questions that consumers would have; created more graphics and spent more time talking about the big ideas in the budget, only getting to the nitty gritty if asked to	The board will continue to foster a simply designed explanation of the proposed budget that presents the main concepts in a graphic format.

Hinsdale School Board Goal Review Worksheet for 2024-2025

		go there;	
NEW BOARD GOAL The school board will coordinate with the Winchester School Board to develop and strengthen the collaborative partnership that was established during the tuition agreement process.			The school board will coordinate with the Winchester School Board to develop and strengthen the collaborative partnership that was established during the tuition agreement process.

Report from the SUPERINTENDENT

David Ryan, Ed.D.
Superintendent

Jane Fortson, CPA
Business Administrator

HINSDALE SCHOOL DISTRICT

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

Karen Thompson, M.Ed.
Director of Academics and Career
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | www.hnhsd.org

Superintendent Report October 2025

Winchester High School Selection Survey Process is Complete

Winchester families were sent the high school selection survey information on September 18 and had until September 29 to submit a request to attend a school other than Hinsdale. The eighth grade families who selected a choice school were notified October 1 of the result of their request as the maximum of 20% was exceeded, thus requiring a random drawing of names. Further, all of the grade 9 students currently attending Keene High School have elected to remain at Keene, and next year we are excited to welcome 25 new freshmen from Winchester, bringing our expected freshman enrollment to 63 and a total expected high school enrollment to 184. Mrs. Roth and her team have already begun collaborating with Mrs. Pouliot at Winchester School on transition programming and most recently hosted a middle school dance for both schools.

Campus Security Team Meeting

The first school campus security team meeting of the year was scheduled for this past Tuesday, October 7 and included on the agenda were a safety conference travel debrief from Mr. Ponce and Dr. Bremner, a review of some recommendations for improved vestibule security, an update on the next round of Safe grants from the Department of Homeland Security, and information about an upcoming free online training ([*Enhancing K-12 Behavioral Threat Assessment and Management Practices on October 16 at 3:00 PM*](#)) sponsored by the Cybersecurity and Infrastructure Security Agency in Washington, DC. The other dates for our SSTF are February 10 and May 12.

Budget Planning Sessions

Jane has done a nice job of preparing budget worksheets for everyone and made them available very early in the fall for all program managers to work on. She will begin scheduling our meetings with each program manager to have them walk us through their budget actions and evidence with the goal of stabilizing as close to a zero increase as possible. We are a bit behind last year in meeting with program managers due to my illness and missing over a week of work, so we will be caught up in plenty of time for the board to receive rough first draft in November.

College Board Regional Council and National Forum - November 3 - 7, 2025

I wanted to be sure to share that I will be in New York City from November 3 -7 for [College Board Regional Council and National Forum](#) as part of my governance responsibility with the

College Board. After several years we were finally able to combine the fall regional council meeting with the timing of the Forum so that we would not need to travel twice in a short span of time, and instead conduct the two meetings at the same venue. As a side note, SAU 20 Superintendent David Backler and I were invited to the [National Forum to Advance Rural Education](#) (Salt Lake City, UT, October 13-15) to present our work on the AP Rural Network on behalf of the College Board. As I informed you in September, I did turn down the invitation given my already scheduled week away for the College Board in November, and I wanted to include the section from the conference program to show you the event as it is being marketed. The Board should feel proud to have played such a supportive role in starting this innovative program for our students.

INNOVATION IN NEW HAMPSHIRE: CREATING A VIRTUAL ADVANCED PLACEMENT® RURAL COLLABORATIVE

Presenters: Dave Backler, School Administrative Unit 20; Matt Saladino, Gorham Middle and High School; Dena Johnson, College Board

Room: Park City (Level 3)

New Hampshire's North Country faces significant economic challenges, limiting access to college-level coursework. To expand opportunities, six high schools have formed a collaborative virtual program launching in 2025-26. Students will take synchronous AP® courses taught by local teachers, overcoming barriers of cost and distance. SAU 20 Superintendent Dave Backler and Gorham High School Counselor Matt Saladino share how they built this partnership, key components for success, and how others can replicate the model. Participants receive the Bringing Advanced Placement® to Rural and Small Schools toolkit to customize and implement similar programs in their own communities.

Mascenic and Hinsdale Athletics Scheduling Issue

We received a follow up request from NH Public Radio the day after most of the local media reported on the athletic scheduling issue, however we simply shared our statement and directed them to the comments that were already made in the news. We have not received any other interest in the issue and we believe we all can move on from something that was not our doing. I appreciate the serious approach that our school and athletic administration took while looking into and managing the information that was being presented, and for how they continued to counsel and coach our student-athletes to continue to live up to our high standards of behavior in and out of competition.

Future Ready Solutions Collective

Karen Thompson and I were invited to be a part of a new group thinktank in NH called the [Future Ready Solutions Collective](#) at which educators, business and community leaders, and non-profit innovators come together four times a year to develop a more sustainable and reachable model of career pathway planning for all students. We believe our participation will not only lend a rural voice to the statewide conversation about adequately preparing our students for their changing futures, but also allow us to take away some of the great thinking that goes on in other parts of the state as well. At an annual participation rate of \$249 per person, it is relatively inexpensive for the value we will get from it. The first session is scheduled for October 23.

Report from the
BUSINESS
ADMINISTRATOR

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: REVENUE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.0000.41111.00.00000 Hinsdale Assess.	\$0.00	(\$2,438,820.99)	(\$2,438,820.99)	\$2,438,820.99	\$0.00	\$2,438,820.99 0.00%
100.0000.41310.00.00000 Preschool Tuition	\$0.00	(\$8,520.00)	(\$8,520.00)	\$8,520.00	\$0.00	\$8,520.00 0.00%
100.0000.41990.00.00000 Other Local Revenues	\$0.00	(\$4,125.79)	(\$4,125.79)	\$4,125.79	\$0.00	\$4,125.79 0.00%
100.0000.43111.00.00000 Adequate Education Aid	\$0.00	(\$1,140,001.00)	(\$1,140,001.00)	\$1,140,001.00	\$0.00	\$1,140,001.00 0.00%
100.0000.43112.00.00000 State Education Tax	\$0.00	(\$111,179.01)	(\$111,179.01)	\$111,179.01	\$0.00	\$111,179.01 0.00%
100.0000.43190.00.00000 Other State Aid	\$0.00	(\$5,718.50)	(\$5,718.50)	\$5,718.50	\$0.00	\$5,718.50 0.00%
100.0000.44580.00.00000 Medicaid Reimbursement	\$0.00	(\$26,018.49)	(\$26,018.49)	\$26,018.49	\$0.00	\$26,018.49 0.00%
Fund: 100	\$0.00	(\$3,734,383.78)	(\$3,734,383.78)	\$3,734,383.78	\$0.00	\$3,734,383.78

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: REVENUE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Grand Total:

\$0.00

(\$3,734,383.78)

(\$3,734,383.78)

\$3,734,383.78

\$0.00

\$3,734,383.78

End of Report

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary	\$1,088,059.00	\$130,574.40	\$130,574.40	\$957,484.60	\$1,008,085.34	(\$50,600.74) -4.65%
100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High	\$1,377,992.00	\$169,907.66	\$169,907.66	\$1,208,084.34	\$1,239,658.69	(\$31,574.35) -2.29%
100.1100.51150.21.00000 Para Salaries Reg Ed Elementary	\$47,096.00	\$7,511.25	\$7,511.25	\$39,584.75	\$62,812.42	(\$23,227.67) -49.32%
100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High	\$22,906.00	\$2,624.51	\$2,624.51	\$20,281.49	\$20,866.98	(\$585.49) -2.56%
100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary	\$27,500.00	\$862.60	\$862.60	\$26,637.40	\$0.00	\$26,637.40 96.86%
100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High	\$40,000.00	\$2,677.06	\$2,677.06	\$37,322.94	\$0.00	\$37,322.94 93.31%
100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary	\$3,500.00	\$1,000.00	\$1,000.00	\$2,500.00	\$0.00	\$2,500.00 71.43%
100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.1100.52110.21.00000 Health Insurance Regular Elementary	\$421,913.00	\$34,689.48	\$34,689.48	\$387,223.52	\$0.00	\$387,223.52 91.78%
100.1100.52110.22.00000 Health Insurance Regular Middle/High	\$599,932.00	\$37,961.40	\$37,961.40	\$561,970.60	\$0.00	\$561,970.60 93.67%
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$14,111.00	\$1,197.64	\$1,197.64	\$12,913.36	\$0.00	\$12,913.36 91.51%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$20,173.00	\$1,836.86	\$1,836.86	\$18,336.14	\$0.00	\$18,336.14 90.89%
100.1100.52200.21.00000 Social Security Reg Elementary	\$86,840.00	\$10,100.96	\$10,100.96	\$76,739.04	\$0.00	\$76,739.04 88.37%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100???????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52200.22.00000	\$107,168.00	\$12,733.48	\$12,733.48	\$94,434.52	\$0.00	\$94,434.52
Social Security Reg Middle/High						88.12%
100.1100.52310.22.00000	\$2,920.00	\$7.18	\$7.18	\$2,912.82	\$0.00	\$2,912.82
Nonteacher Retirement Regular Middle/High						99.75%
100.1100.52320.21.00000	\$202,686.00	\$23,625.13	\$23,625.13	\$179,060.87	\$0.00	\$179,060.87
Teacher Retirement Regular Elementary						88.34%
100.1100.52320.22.00000	\$265,425.00	\$32,673.25	\$32,673.25	\$232,751.75	\$0.00	\$232,751.75
Teacher Retirement Regular Middle/High						87.69%
100.1100.56410.21.00000	\$0.00	\$5.96	\$5.96	(\$5.96)	\$0.00	(\$5.96)
Books Reg Ed Elementary						0.00%
100.1102.56100.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Supplies Art Elementary						100.00%
100.1102.56100.22.00000	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00
Supplies Art Middle/High						100.00%
100.1105.56100.22.00000	\$500.00	\$63.58	\$63.58	\$436.42	\$0.00	\$436.42
Supplies Language Arts Middle/High						87.28%
100.1105.56410.21.00000	\$3,138.00	\$0.00	\$0.00	\$3,138.00	\$0.00	\$3,138.00
Books Lang Arts Elementary						100.00%
100.1105.56410.22.00000	\$5,500.00	\$614.35	\$614.35	\$4,885.65	\$0.00	\$4,885.65
Books Lang Arts Middle/High						88.83%
100.1106.56100.22.00000	\$308.00	\$178.00	\$178.00	\$130.00	\$149.99	(\$19.99)
Supplies Modern Language Middle/High						-6.49%
100.1107.56100.22.00000	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
Supplies In School Suspension Middle/High						100.00%
100.1108.56100.21.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Supplies Phys Ed Elementary						100.00%
100.1108.56100.22.00000	\$1,937.00	\$1,881.86	\$1,881.86	\$55.14	\$0.00	\$55.14
Supplies Phys Ed Middle/High						2.85%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

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Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1109.54300.22.00000	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00
Repairs Life Sciences Middle/High						100.00%
100.1109.56100.22.00000	\$10,000.00	\$754.46	\$754.46	\$9,245.54	\$236.30	\$9,009.24
Supplies Life Sciences Middle/High						90.09%
100.1109.56410.22.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Books Life Sciences Middle/High						100.00%
100.1110.56100.22.00000	\$1,020.00	\$848.93	\$848.93	\$171.07	\$0.00	\$171.07
Supplies Tech Ed Middle/High						16.77%
100.1111.56100.22.00000	\$650.00	\$615.98	\$615.98	\$34.02	\$0.00	\$34.02
Supplies Mathematics Middle/High						5.23%
100.1111.56410.21.00000	\$3,000.00	\$777.60	\$777.60	\$2,222.40	\$0.00	\$2,222.40
Books Mathematics Elementary						74.08%
100.1111.56410.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Books Mathematics Middle/High						100.00%
100.1112.53000.21.00000	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00
Repairs & Other Services Music Elementary						100.00%
100.1112.53000.22.00000	\$2,000.00	\$545.00	\$545.00	\$1,455.00	\$0.00	\$1,455.00
Repairs & Other Services Music Middle/High						72.75%
100.1112.56100.21.00000	\$479.00	\$102.61	\$102.61	\$376.39	\$0.00	\$376.39
Supplies Music Elementary						78.58%
100.1112.56100.22.00000	\$5,000.00	\$1,123.82	\$1,123.82	\$3,876.18	\$327.49	\$3,548.69
Supplies Music Middle/High						70.97%
100.1112.58100.22.00000	\$835.00	\$100.00	\$100.00	\$735.00	\$0.00	\$735.00
Dues & Fees Music Middle/High						88.02%
100.1113.56100.21.00000	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00
Supplies Science Elementary						100.00%
100.1113.56100.22.00000	\$3,000.00	\$2,970.81	\$2,970.81	\$29.19	\$0.00	\$29.19
Supplies Science Middle/High						0.97%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1113.56410.21.00000	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00
Books Science Elementary						100.00%
100.1113.56500.21.00000	\$1,475.00	\$0.00	\$0.00	\$1,475.00	\$0.00	\$1,475.00
Mystery Science Software						100.00%
100.1115.56100.21.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Supplies Social Studies Elementary						100.00%
100.1115.56100.22.00000	\$1,126.00	\$734.85	\$734.85	\$391.15	\$9.27	\$381.88
Supplies Social Studies Middle/High						33.91%
100.1115.56410.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Books Social Studies Elementary						100.00%
100.1116.56100.22.00000	\$1,000.00	\$263.62	\$263.62	\$736.38	\$90.68	\$645.70
Supplies ELO						64.57%
100.1125.51100.21.00000	\$33,343.00	\$250.00	\$250.00	\$33,093.00	\$0.00	\$33,093.00
MTSS Reading Teacher Salary						99.25%
100.1125.52110.21.00000	\$14,741.00	\$0.00	\$0.00	\$14,741.00	\$0.00	\$14,741.00
MTSS Reading Health Insurance						100.00%
100.1125.52120.21.00000	\$540.00	\$0.00	\$0.00	\$540.00	\$0.00	\$540.00
MTSS Reading Dental Insurance						100.00%
100.1125.52200.21.00000	\$2,551.00	\$19.12	\$19.12	\$2,531.88	\$0.00	\$2,531.88
MTSS Reading Social Security						99.25%
100.1125.52320.21.00000	\$6,412.00	\$0.00	\$0.00	\$6,412.00	\$0.00	\$6,412.00
MTSS Reading Teacher Retirement						100.00%
100.1125.56410.21.00000	\$1,350.00	\$0.00	\$0.00	\$1,350.00	\$0.00	\$1,350.00
Books Reading Imp Elementary						100.00%
100.1126.53290.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Assemblies Elementary						100.00%
100.1126.55910.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trip Entry Fees Elementary						100.00%

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Report: rptNewOnDemandGLRpt

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Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

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☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1126.56100.21.00000	\$18,000.00	\$4,153.15	\$4,153.15	\$13,846.85	\$1,597.02	\$12,249.83
Supplies General Expense Elementary						68.05%
100.1126.56100.22.00000	\$22,500.00	\$7,072.05	\$7,072.05	\$15,427.95	\$1,447.06	\$13,980.89
Supplies General Expense Secondary						62.14%
100.1126.56101.22.00000	\$8,000.00	\$323.00	\$323.00	\$7,677.00	\$0.00	\$7,677.00
Graduation & Special Events Middle/High						95.96%
100.1126.56410.22.00000	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00
Yearbook						100.00%
100.1126.56500.21.00000	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
General Expense Software						100.00%
100.1200.51100.21.00000	\$241,145.00	\$22,027.73	\$22,027.73	\$219,117.27	\$216,089.52	\$3,027.75
Teacher Salaries Special educ. Elementary						1.26%
100.1200.51100.22.00000	\$213,300.00	\$19,880.76	\$19,880.76	\$193,419.24	\$157,419.24	\$36,000.00
Teacher Salaries Special Education Middle/High						16.88%
100.1200.51150.21.00000	\$448,718.00	\$41,147.48	\$41,147.48	\$407,570.52	\$331,826.95	\$75,743.57
Para Salaries Special Education Elementary						16.88%
100.1200.51150.22.00000	\$331,230.00	\$29,481.91	\$29,481.91	\$301,748.09	\$270,712.53	\$31,035.56
Para Salaries Special Education Middle/High						9.37%
100.1200.51200.21.00000	\$2,400.00	\$125.00	\$125.00	\$2,275.00	\$0.00	\$2,275.00
Substitutes Special Educ. Teacher Elementary						94.79%
100.1200.51200.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Substitutes Special Educ. Teacher Middle/High						100.00%
100.1200.51250.21.00000	\$5,000.00	\$500.00	\$500.00	\$4,500.00	\$0.00	\$4,500.00
Substitutes Special Educ. Para Elementary						90.00%
100.1200.51250.22.00000	\$500.00	\$250.00	\$250.00	\$250.00	\$0.00	\$250.00
Substitutes Special Educ. Para Middle/High						50.00%
100.1200.52110.21.00000	\$245,363.00	\$9,534.06	\$9,534.06	\$235,828.94	\$0.00	\$235,828.94
Health Insurance Special Educ. Teachers Elementary						96.11%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

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Account Type: EXPENDITURE

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.52110.22.00000	\$168,462.00	\$11,935.34	\$11,935.34	\$156,526.66	\$0.00	\$156,526.66
Health Insurance Special Educ Teachers Middle/High						92.92%
100.1200.52120.21.00000	\$3,240.00	\$102.86	\$102.86	\$3,137.14	\$0.00	\$3,137.14
Dental Insurance Special educ. Teachers Elementary						96.83%
100.1200.52120.22.00000	\$3,484.00	\$227.78	\$227.78	\$3,256.22	\$0.00	\$3,256.22
Dental Insurance Special Educ Teachers Middle/High						93.46%
100.1200.52200.21.00000	\$52,775.00	\$4,631.80	\$4,631.80	\$48,143.20	\$0.00	\$48,143.20
Social Security Special Educ. Elementary						91.22%
100.1200.52200.22.00000	\$41,656.00	\$3,574.49	\$3,574.49	\$38,081.51	\$0.00	\$38,081.51
Social Security Special Educ. Middle/High						91.42%
100.1200.52310.22.00000	\$0.00	\$448.10	\$448.10	(\$448.10)	\$0.00	(\$448.10)
Nonteacher Retirement Special Educ. Middle/High						0.00%
100.1200.52320.21.00000	\$46,372.00	\$3,756.50	\$3,756.50	\$42,615.50	\$0.00	\$42,615.50
Teacher Retirement Special Educ. Elementary						91.90%
100.1200.52320.22.00000	\$41,018.00	\$3,823.08	\$3,823.08	\$37,194.92	\$0.00	\$37,194.92
Teacher Retirement Special Educ. Middle/High						90.68%
100.1200.53001.20.00000	\$45,000.00	\$1,433.19	\$1,433.19	\$43,566.81	\$0.00	\$43,566.81
Related Services Special Educ.						96.82%
100.1200.53001.21.00000	\$259,154.00	\$5,154.17	\$5,154.17	\$253,999.83	\$0.00	\$253,999.83
Related Services In District Elem						98.01%
100.1200.53001.22.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Related Services In District Middle/High						100.00%
100.1200.53002.20.00000	\$6,000.00	\$496.26	\$496.26	\$5,503.74	\$0.00	\$5,503.74
Charter School Special Ed Services						91.73%
100.1200.53300.20.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Legal Special Education						100.00%
100.1200.55602.20.00000	\$1,015,336.00	\$105,516.36	\$105,516.36	\$909,819.64	\$0.00	\$909,819.64
Tuition Special Education Private						89.61%

Hinsdale School District

General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.56100.20.00000	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00
Supplies & Medical Hardware Out Of District						100.00%
100.1200.56100.21.00000	\$2,000.00	\$264.93	\$264.93	\$1,735.07	\$0.00	\$1,735.07
Supplies & Medical Hardware Elementary						86.75%
100.1200.56100.22.00000	\$1,300.00	\$232.49	\$232.49	\$1,067.51	\$66.00	\$1,001.51
Supplies & Medical Hardware Middle/High						77.04%
100.1210.51100.21.00000	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00
Salaries						100.00%
100.1210.51100.22.00000	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00
Salaries						100.00%
100.1210.52200.21.00000	\$1,148.00	\$0.00	\$0.00	\$1,148.00	\$0.00	\$1,148.00
Social Security						100.00%
100.1210.52200.22.00000	\$918.00	\$0.00	\$0.00	\$918.00	\$0.00	\$918.00
Social Security						100.00%
100.1210.52320.21.00000	\$2,885.00	\$0.00	\$0.00	\$2,885.00	\$0.00	\$2,885.00
Retirement						100.00%
100.1210.52320.22.00000	\$2,308.00	\$0.00	\$0.00	\$2,308.00	\$0.00	\$2,308.00
Retirement						100.00%
100.1260.51100.20.00000	\$18,901.00	\$819.20	\$819.20	\$18,081.80	\$9,420.80	\$8,661.00
Teacher Salaries ESL						45.82%
100.1260.52200.20.00000	\$1,597.00	\$60.16	\$60.16	\$1,536.84	\$0.00	\$1,536.84
Social Security ESL						96.23%
100.1260.52320.20.00000	\$0.00	\$157.54	\$157.54	(\$157.54)	\$0.00	(\$157.54)
Teacher Retirement ESL						0.00%
100.1300.55610.22.00000	\$112,000.00	\$0.00	\$0.00	\$112,000.00	\$0.00	\$112,000.00
Tuition Vocational Middle/High						100.00%
100.1400.51190.22.00000	\$17,600.00	\$6,708.59	\$6,708.59	\$10,891.41	\$16,932.66	(\$6,041.25)
Advisors Stipends						-34.33%

Hinsdale School District

General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1400.52200.22.00000	\$1,346.00	\$522.36	\$522.36	\$823.64	\$0.00	\$823.64
Social Security CoCurricular						61.19%
100.1400.52310.22.00000	\$635.00	\$217.65	\$217.65	\$417.35	\$0.00	\$417.35
Nonteacher Retirement CoCurricular						65.72%
100.1400.52320.22.00000	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00
Teacher Retirement CoCurricular						100.00%
100.1400.53900.22.00000	\$0.00	\$1,737.00	\$1,737.00	(\$1,737.00)	\$0.00	(\$1,737.00)
Officials/Police Coverage						0.00%
100.1400.55800.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Dues & Fees CoCurricular						100.00%
100.1420.51100.22.00000	\$20,540.00	\$119.49	\$119.49	\$20,420.51	\$0.00	\$20,420.51
Athletic Director Stipend						99.42%
100.1420.51190.22.00000	\$83,032.00	\$1,000.00	\$1,000.00	\$82,032.00	\$0.00	\$82,032.00
Coaches Stipends						98.80%
100.1420.52200.22.00000	\$6,352.00	\$9.14	\$9.14	\$6,342.86	\$0.00	\$6,342.86
Social Security Athletics						99.86%
100.1420.52310.22.00000	\$4,815.00	\$0.00	\$0.00	\$4,815.00	\$0.00	\$4,815.00
Nonteacher Retirement Athletics						100.00%
100.1420.52320.22.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Teacher Retirement Athletics						100.00%
100.1420.53000.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Sports Physicals/Doctor's Services						100.00%
100.1420.53900.22.00000	\$18,600.00	\$0.00	\$0.00	\$18,600.00	\$0.00	\$18,600.00
Officials/Police Coverage						100.00%
100.1420.54300.22.00000	\$2,500.00	\$836.50	\$836.50	\$1,663.50	\$0.00	\$1,663.50
Repairs and Maintenance						66.54%
100.1420.55800.22.00000	\$6,310.00	\$3,825.00	\$3,825.00	\$2,485.00	\$0.00	\$2,485.00
Dues and Fees Secondary						39.38%

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Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1420.56100.22.00000 Supplies/Awards Athletics	\$14,000.00	\$1,862.99	\$1,862.99	\$12,137.01	\$0.00	\$12,137.01 86.69%
100.1420.58100.22.00000 Conferences Athletics	\$2,000.00	\$98.00	\$98.00	\$1,902.00	\$0.00	\$1,902.00 95.10%
100.1430.51100.21.00000 Summer School Stipends Elementary	\$0.00	\$16,584.12	\$16,584.12	(\$16,584.12)	\$0.00	(\$16,584.12) 0.00%
100.1430.51100.22.00000 Summer School Stipends Middle/High	\$0.00	\$4,650.00	\$4,650.00	(\$4,650.00)	\$0.00	(\$4,650.00) 0.00%
100.1430.52200.21.00000 Social Security Summer School Elementary	\$0.00	\$1,268.69	\$1,268.69	(\$1,268.69)	\$0.00	(\$1,268.69) 0.00%
100.1430.52200.22.00000 Social Security Summer School Middle/High	\$0.00	\$355.73	\$355.73	(\$355.73)	\$0.00	(\$355.73) 0.00%
100.1430.52320.21.00000 Teacher Retirement Summer School Elementary	\$0.00	\$2,944.82	\$2,944.82	(\$2,944.82)	\$0.00	(\$2,944.82) 0.00%
100.1430.52320.22.00000 Teacher Retirement Summer School Middle/High	\$0.00	\$894.20	\$894.20	(\$894.20)	\$0.00	(\$894.20) 0.00%
100.1430.56100.22.00000 Supplies Summer Middle/High	\$3,000.00	\$1,478.34	\$1,478.34	\$1,521.66	\$0.00	\$1,521.66 50.72%
100.2120.51100.21.00000 Guidance Salaries Elementary	\$208,703.00	\$31,057.72	\$31,057.72	\$177,645.28	\$179,420.85	(\$1,775.57) -0.85%
100.2120.51100.22.00000 Guidance Salaries Middle/High	\$272,200.00	\$50,796.36	\$50,796.36	\$221,403.64	\$213,868.98	\$7,534.66 2.77%
100.2120.52110.21.00000 Health Insurance Guidance Elementary	\$70,652.00	\$5,188.24	\$5,188.24	\$65,463.76	\$0.00	\$65,463.76 92.66%
100.2120.52110.22.00000 Health Insurance Guidance Middle/High	\$87,526.00	\$13,125.89	\$13,125.89	\$74,400.11	\$0.00	\$74,400.11 85.00%
100.2120.52120.21.00000 Dental Insurance Guidance Elementary	\$2,007.00	\$235.94	\$235.94	\$1,771.06	\$0.00	\$1,771.06 88.24%

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Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.52120.22.00000	\$3,286.00	\$631.25	\$631.25	\$2,654.75	\$0.00	\$2,654.75
Dental Insurance Guidance Middle/High						80.79%
100.2120.52200.21.00000	\$15,966.00	\$2,284.92	\$2,284.92	\$13,681.08	\$0.00	\$13,681.08
Social Security Guidance Elementary						85.69%
100.2120.52200.22.00000	\$20,824.00	\$3,648.85	\$3,648.85	\$17,175.15	\$0.00	\$17,175.15
Social Security Guidance Middle/High						82.48%
100.2120.52310.21.00000	\$0.00	\$1,567.22	\$1,567.22	(\$1,567.22)	\$0.00	(\$1,567.22)
Nonteacher Retirement						0.00%
100.2120.52310.22.00000	\$7,856.00	\$4,469.45	\$4,469.45	\$3,386.55	\$0.00	\$3,386.55
Nonteacher Retirement Guidance Middle/High						43.11%
100.2120.52320.21.00000	\$35,347.00	\$2,701.02	\$2,701.02	\$32,645.98	\$0.00	\$32,645.98
Teacher Retirement Guidance Elementary						92.36%
100.2120.52320.22.00000	\$36,160.00	\$3,027.18	\$3,027.18	\$33,132.82	\$0.00	\$33,132.82
Teacher Retirement Guidance Middle/High						91.63%
100.2120.53300.22.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$399.00	\$1,101.00
Professional Services Guidance Middle/High						73.40%
100.2120.56100.21.00000	\$2,300.00	\$106.39	\$106.39	\$2,193.61	\$202.33	\$1,991.28
Supplies Guidance Elementary						86.58%
100.2120.56100.22.00000	\$638.00	\$91.77	\$91.77	\$546.23	\$10.00	\$536.23
Supplies Guidance Middle/High						84.05%
100.2120.56110.21.00000	\$3,625.00	\$0.00	\$0.00	\$3,625.00	\$0.00	\$3,625.00
Testing Map, Etc Elementary						100.00%
100.2120.56110.22.00000	\$4,345.00	\$2,812.50	\$2,812.50	\$1,532.50	\$0.00	\$1,532.50
Testing Map, Psat, Etc Middle/High						35.27%
100.2120.56410.21.00000	\$225.00	\$223.25	\$223.25	\$1.75	\$0.00	\$1.75
Books Guidance Elementary						0.78%
100.2120.56410.22.00000	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00
Books Guidance Middle/High						100.00%

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Hinsdale School District

General Ledger - On Demand Report

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.56500.21.00000 Guidance Software	\$2,595.00	\$1,080.00	\$1,080.00	\$1,515.00	\$0.00	\$1,515.00 58.38%
100.2120.58100.21.00000 Dues & Fees Guidance Elementary	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.2120.58100.22.00000 Dues & Fees Guidance Middle/High	\$200.00	\$325.00	\$325.00	(\$125.00)	\$0.00	(\$125.00) -62.50%
100.2130.51100.21.00000 School Nurse Salaries Elementary	\$53,800.00	\$0.00	\$0.00	\$53,800.00	\$0.00	\$53,800.00 100.00%
100.2130.51100.22.00000 School Nurse Salaries Middle/High	\$67,768.00	\$7,819.38	\$7,819.38	\$59,948.62	\$59,948.62	\$0.00 0.00%
100.2130.52110.21.00000 Health Insurance Nurse Elementary	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00 100.00%
100.2130.52110.22.00000 Health Insurance Nurse Middle/High	\$29,483.00	\$2,807.88	\$2,807.88	\$26,675.12	\$0.00	\$26,675.12 90.48%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$102.86	\$102.86	\$977.14	\$0.00	\$977.14 90.48%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$4,116.00	\$0.00	\$0.00	\$4,116.00	\$0.00	\$4,116.00 100.00%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$5,184.00	\$546.51	\$546.51	\$4,637.49	\$0.00	\$4,637.49 89.46%
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,346.00	\$0.00	\$0.00	\$10,346.00	\$0.00	\$10,346.00 100.00%
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$13,032.00	\$1,503.66	\$1,503.66	\$11,528.34	\$0.00	\$11,528.34 88.46%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$2,000.00	\$498.64	\$498.64	\$1,501.36	\$0.00	\$1,501.36 75.07%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$750.31	\$249.69 24.97%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2130.56500.21.00000 Nursing Software	\$850.00	\$850.00	\$850.00	\$0.00	\$0.00	\$0.00 0.00%
100.2130.58100.21.00000 Dues & Fees Nurse Elementary	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2140.51100.20.00000 Psychologist Salaries	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2140.53000.20.00000 Purchased Services Psychological	\$60,000.00	\$2,500.00	\$2,500.00	\$57,500.00	\$0.00	\$57,500.00 95.83%
100.2140.56100.20.00000 Supplies Psychologist	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2150.51100.20.00000 Speech & Language Salaries	\$200,542.00	\$22,471.86	\$22,471.86	\$178,070.14	\$177,516.99	\$553.15 0.28%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$98,768.00	\$6,598.52	\$6,598.52	\$92,169.48	\$0.00	\$92,169.48 93.32%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$3,240.00	\$308.58	\$308.58	\$2,931.42	\$0.00	\$2,931.42 90.48%
100.2150.52200.20.00000 Social Security Speech & Language	\$15,341.00	\$1,589.72	\$1,589.72	\$13,751.28	\$0.00	\$13,751.28 89.64%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,660.00	\$1,548.62	\$1,548.62	\$3,111.38	\$0.00	\$3,111.38 66.77%
100.2150.52320.20.00000 Teacher Retirement Speech & Language	\$31,536.00	\$1,985.67	\$1,985.67	\$29,550.33	\$0.00	\$29,550.33 93.70%
100.2150.53000.20.00000 Purchased Services Speech & Language	\$4,500.00	\$334.30	\$334.30	\$4,165.70	\$0.00	\$4,165.70 92.57%
100.2150.55800.20.00000 Travel Speech & Language	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00 100.00%
100.2150.56100.20.00000 Supplies Speech & Language	\$1,200.00	\$30.98	\$30.98	\$1,169.02	\$0.00	\$1,169.02 97.42%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2150.58100.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
Dues & Fees Speech & Language						100.00%
100.2160.51100.20.00000	\$29,500.00	\$0.00	\$0.00	\$29,500.00	\$0.00	\$29,500.00
Occupational Therapist Salaries						100.00%
100.2170.51100.20.00000	\$45,839.00	\$4,632.68	\$4,632.68	\$41,206.32	\$42,425.58	(\$1,219.26)
Certified OT Assistant Salaries						-2.66%
100.2170.52110.20.00000	\$14,675.00	\$1,397.60	\$1,397.60	\$13,277.40	\$0.00	\$13,277.40
Health Ins Certified OT Assistant						90.48%
100.2170.52120.20.00000	\$662.00	\$62.46	\$62.46	\$599.54	\$0.00	\$599.54
Dental Insurance Certified OT Assistant						90.56%
100.2170.52200.20.00000	\$3,507.00	\$339.82	\$339.82	\$3,167.18	\$0.00	\$3,167.18
Social Security Certified OT Assistant						90.31%
100.2170.52310.20.00000	\$5,844.00	\$590.67	\$590.67	\$5,253.33	\$0.00	\$5,253.33
Nonteacher Retirement						89.89%
100.2170.55800.20.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Travel COTA						100.00%
100.2170.56100.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$387.20	\$112.80
Supplies COTA						22.56%
100.2170.58100.20.00000	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
Dues & Fees COTA						100.00%
100.2210.51101.20.00000	\$0.00	\$394.25	\$394.25	(\$394.25)	\$0.00	(\$394.25)
Support Staff PD Training						0.00%
100.2210.52200.20.00000	\$0.00	\$25.39	\$25.39	(\$25.39)	\$0.00	(\$25.39)
Social Security						0.00%
100.2210.52310.20.00000	\$0.00	\$7.54	\$7.54	(\$7.54)	\$0.00	(\$7.54)
Nonteacher Retirement						0.00%
100.2210.53200.20.00000	\$29,000.00	\$2,858.00	\$2,858.00	\$26,142.00	\$1,000.00	\$25,142.00
Teachers' Staff Development CBA Article V.O						86.70%

Hinsdale School District

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100.2210.53201.20.00000	\$8,000.00	\$382.00	\$382.00	\$7,618.00	\$0.00	\$7,618.00
Support Staff Development Workshops						95.23%
100.2212.51100.20.00000	\$131,225.00	\$30,985.71	\$30,985.71	\$100,239.29	\$86,452.16	\$13,787.13
Salaries Curriculum						10.51%
100.2212.52110.20.00000	\$69,285.00	\$20,304.47	\$20,304.47	\$48,980.53	\$0.00	\$48,980.53
Health						70.69%
100.2212.52120.20.00000	\$2,160.00	\$794.90	\$794.90	\$1,365.10	\$0.00	\$1,365.10
Dental						63.20%
100.2212.52200.20.00000	\$10,039.00	\$2,074.03	\$2,074.03	\$7,964.97	\$0.00	\$7,964.97
Social Security Curriculum						79.34%
100.2212.52310.20.00000	\$11,184.00	\$2,901.28	\$2,901.28	\$8,282.72	\$0.00	\$8,282.72
Nonteacher Retirement Curriculum						74.06%
100.2212.53200.20.00000	\$13,600.00	\$127.00	\$127.00	\$13,473.00	\$0.00	\$13,473.00
Purchased Services District						99.07%
100.2212.55800.20.00000	\$2,200.00	\$320.60	\$320.60	\$1,879.40	\$0.00	\$1,879.40
Travel & Conferences Prof Dev District						85.43%
100.2212.56100.20.00000	\$3,000.00	\$464.41	\$464.41	\$2,535.59	\$0.00	\$2,535.59
Supplies Prof Dev District						84.52%
100.2212.56410.20.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Professional Learning Texts						100.00%
100.2212.56500.20.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Software Prof Dev						100.00%
100.2212.58100.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Dues & Fees Prof Dev District						100.00%
100.2222.51100.22.00000	\$59,600.00	\$6,980.76	\$6,980.76	\$52,619.24	\$53,519.24	(\$900.00)
Library Salaries Middle/High						-1.51%
100.2222.51150.21.00000	\$27,229.00	\$3,767.81	\$3,767.81	\$23,461.19	\$24,805.44	(\$1,344.25)
Library Salaries Elementary						-4.94%

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100.2222.52110.21.00000	\$26,207.00	\$2,495.90	\$2,495.90	\$23,711.10	\$0.00	\$23,711.10
Health						90.48%
100.2222.52110.22.00000	\$39,622.00	\$3,772.52	\$3,772.52	\$35,849.48	\$0.00	\$35,849.48
Health Insurance Library Middle/High						90.48%
100.2222.52120.22.00000	\$662.00	\$62.46	\$62.46	\$599.54	\$0.00	\$599.54
Dental Insurance Library Middle/High						90.56%
100.2222.52200.21.00000	\$2,083.00	\$218.51	\$218.51	\$1,864.49	\$0.00	\$1,864.49
Social Security Library Elementary						89.51%
100.2222.52200.22.00000	\$4,559.00	\$494.67	\$494.67	\$4,064.33	\$0.00	\$4,064.33
Social Security Library Middle/High						89.15%
100.2222.52310.21.00000	\$3,472.00	\$480.40	\$480.40	\$2,991.60	\$0.00	\$2,991.60
Nonteacher Retirement Library Elementary						86.16%
100.2222.52320.22.00000	\$11,461.00	\$1,342.41	\$1,342.41	\$10,118.59	\$0.00	\$10,118.59
Teacher Retirement Library Middle/High						88.29%
100.2222.54300.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Repairs Library Equip Middle/High						100.00%
100.2222.56100.21.00000	\$500.00	\$147.76	\$147.76	\$352.24	\$25.09	\$327.15
Supplies Library Elementary						65.43%
100.2222.56100.22.00000	\$400.00	\$234.27	\$234.27	\$165.73	\$15.94	\$149.79
Supplies Library Middle/High						37.45%
100.2222.56410.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Books & Information Resources Library Elementary						100.00%
100.2222.56410.22.00000	\$5,000.00	\$2,900.05	\$2,900.05	\$2,099.95	\$0.00	\$2,099.95
Books & Information Resources Library Middle/High						42.00%
100.2222.56420.21.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Other Information Resources Library Elem						100.00%
100.2222.56420.22.00000	\$4,122.00	\$1,031.22	\$1,031.22	\$3,090.78	\$0.00	\$3,090.78
Other Information Resources Library Middle/High						74.98%

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100.2310.51100.20.00000	\$4,350.00	\$0.00	\$0.00	\$4,350.00	\$4,600.00	(\$250.00)
School Board & Others' Salaries						-5.75%
100.2310.52200.20.00000	\$333.00	\$0.00	\$0.00	\$333.00	\$0.00	\$333.00
Social Security School Board						100.00%
100.2310.53000.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
Purchased Services Election Officials						100.00%
100.2310.53301.20.00000	\$4,000.00	\$3,949.87	\$3,949.87	\$50.13	\$0.00	\$50.13
Legal Expenses School Board						1.25%
100.2310.53302.20.00000	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$22,000.00
Audit Expenses School Board						100.00%
100.2310.55800.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Travel & Conferences School Board						100.00%
100.2310.58100.20.00000	\$4,500.00	\$4,454.20	\$4,454.20	\$45.80	\$0.00	\$45.80
Dues & Fees School Board						1.02%
100.2310.58110.20.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Recognition & Awards School Board						100.00%
100.2320.51100.20.00000	\$166,446.00	\$51,012.39	\$51,012.39	\$115,433.61	\$121,633.61	(\$6,200.00)
SAU Salaries						-3.72%
100.2320.52110.20.00000	\$34,350.00	\$7,901.81	\$7,901.81	\$26,448.19	\$0.00	\$26,448.19
Health Insurance SAU						77.00%
100.2320.52120.20.00000	\$2,256.00	\$961.66	\$961.66	\$1,294.34	\$0.00	\$1,294.34
Dental Insurance SAU						57.37%
100.2320.52200.20.00000	\$12,733.00	\$3,816.38	\$3,816.38	\$8,916.62	\$0.00	\$8,916.62
Social Security SAU						70.03%
100.2320.52310.20.00000	\$7,834.00	\$2,109.24	\$2,109.24	\$5,724.76	\$0.00	\$5,724.76
NH Retirement SAU						73.08%
100.2320.53000.20.00000	\$73,575.00	\$4,100.00	\$4,100.00	\$69,475.00	\$0.00	\$69,475.00
Purchased Services SAU						94.43%

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Report: rptNewOnDemandGLRpt

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Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.53130.20.00000 Background Checks	\$4,000.00	\$1,557.00	\$1,557.00	\$2,443.00	\$0.00	\$2,443.00 61.08%
100.2320.53200.20.00000 Staff Development SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.55340.20.00000 Postage SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.55400.20.00000 Ads/Postings/Recruitment SAU	\$23,000.00	\$279.60	\$279.60	\$22,720.40	\$1,967.38	\$20,753.02 90.23%
100.2320.55500.20.00000 Printing SAU	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
100.2320.55800.20.00000 Travel SAU	\$2,500.00	\$1,173.20	\$1,173.20	\$1,326.80	\$0.00	\$1,326.80 53.07%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$802.98	\$802.98	\$3,447.02	\$0.00	\$3,447.02 81.11%
100.2320.56500.20.00000 Software SAU	\$3,900.00	\$1,599.75	\$1,599.75	\$2,300.25	\$0.00	\$2,300.25 58.98%
100.2320.57300.20.00000 Furniture & Equipment SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.58100.20.00000 Dues & Fees SAU	\$5,000.00	\$164.46	\$164.46	\$4,835.54	\$0.00	\$4,835.54 96.71%
100.2330.51100.20.00000 Special Services Admin Salaries	\$224,104.00	\$60,335.73	\$60,335.73	\$163,768.27	\$166,273.11	(\$2,504.84) -1.12%
100.2330.52110.20.00000 Health Insurance Special Services Admin	\$73,641.00	\$14,696.47	\$14,696.47	\$58,944.53	\$0.00	\$58,944.53 80.04%
100.2330.52120.20.00000 Dental Insurance Special Services Admin	\$2,822.00	\$639.41	\$639.41	\$2,182.59	\$0.00	\$2,182.59 77.34%
100.2330.52200.20.00000 Social Security Special Services Admin	\$17,144.00	\$4,376.75	\$4,376.75	\$12,767.25	\$0.00	\$12,767.25 74.47%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

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Account Type: EXPENDITURE

☐ Print Detail

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☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2330.52310.20.00000	\$6,919.00	\$1,862.84	\$1,862.84	\$5,056.16	\$0.00	\$5,056.16
NH Retirement Special Services Admin						73.08%
100.2330.52320.20.00000	\$32,660.00	\$8,792.99	\$8,792.99	\$23,867.01	\$0.00	\$23,867.01
Teacher Retirement						73.08%
100.2330.55800.20.00000	\$2,000.00	\$1,514.96	\$1,514.96	\$485.04	\$0.00	\$485.04
Travel Special Services Admin						24.25%
100.2330.56100.20.00000	\$315.00	\$129.99	\$129.99	\$185.01	\$0.00	\$185.01
Supplies Special Services Admin						58.73%
100.2330.58100.20.00000	\$5,000.00	\$1,345.90	\$1,345.90	\$3,654.10	\$900.00	\$2,754.10
Dues & Fees Special Services Admin						55.08%
100.2400.51100.20.00000	\$54,203.00	\$1,500.00	\$1,500.00	\$52,703.00	\$0.00	\$52,703.00
Teacher Retirement Stipends CBA Appendix A.D						97.23%
100.2400.51100.21.00000	\$195,083.00	\$49,223.39	\$49,223.39	\$145,859.61	\$158,073.06	(\$12,213.45)
Admin Salaries Elementary						-6.26%
100.2400.51100.22.00000	\$269,376.00	\$69,695.79	\$69,695.79	\$199,680.21	\$203,906.62	(\$4,226.41)
Admin Salaries Middle/High						-1.57%
100.2400.52110.21.00000	\$69,285.00	\$18,533.28	\$18,533.28	\$50,751.72	\$0.00	\$50,751.72
Health Insurance Admin Elementary						73.25%
100.2400.52110.22.00000	\$119,226.00	\$32,096.26	\$32,096.26	\$87,129.74	\$0.00	\$87,129.74
Health Insurance Admin Middle/High						73.08%
100.2400.52120.21.00000	\$2,822.00	\$891.11	\$891.11	\$1,930.89	\$0.00	\$1,930.89
Dental Insurance Admin Elementary						68.42%
100.2400.52120.22.00000	\$3,240.00	\$1,080.03	\$1,080.03	\$2,159.97	\$0.00	\$2,159.97
Dental Insurance Admin Middle/High						66.67%
100.2400.52200.20.00000	\$4,147.00	\$101.72	\$101.72	\$4,045.28	\$0.00	\$4,045.28
Social Security CBA Appendix A.D						97.55%
100.2400.52200.21.00000	\$14,924.00	\$3,444.69	\$3,444.69	\$11,479.31	\$0.00	\$11,479.31
Social Security Admin Elementary						76.92%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100??????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.52200.22.00000	\$20,607.00	\$4,777.56	\$4,777.56	\$15,829.44	\$0.00	\$15,829.44
Social Security Admin Middle/High						76.82%
100.2400.52310.20.00000	\$0.00	\$191.25	\$191.25	(\$191.25)	\$0.00	(\$191.25)
Nonteacher Retirement						0.00%
100.2400.52310.21.00000	\$11,741.00	\$2,740.31	\$2,740.31	\$9,000.69	\$0.00	\$9,000.69
Nonteacher Retirement Admin Elementary						76.66%
100.2400.52310.22.00000	\$6,813.00	\$1,817.78	\$1,817.78	\$4,995.22	\$0.00	\$4,995.22
Nonteacher Retirement Admin Middle/High						73.32%
100.2400.52320.20.00000	\$10,423.00	\$0.00	\$0.00	\$10,423.00	\$0.00	\$10,423.00
Teacher Retirement CBA Appendix A.D						100.00%
100.2400.52320.21.00000	\$19,807.00	\$5,332.60	\$5,332.60	\$14,474.40	\$0.00	\$14,474.40
Teacher Retirement Admin Elementary						73.08%
100.2400.52320.22.00000	\$37,408.00	\$10,071.32	\$10,071.32	\$27,336.68	\$0.00	\$27,336.68
Teacher Retirement Admin Middle/High						73.08%
100.2400.53300.21.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$798.00	(\$798.00)
Professional Svcs Contractorrrs						0.00%
100.2400.55340.21.00000	\$1,500.00	\$186.87	\$186.87	\$1,313.13	\$0.00	\$1,313.13
Postage Admin Elementary						87.54%
100.2400.55340.22.00000	\$6,000.00	\$486.00	\$486.00	\$5,514.00	\$0.00	\$5,514.00
Postage Admin Secondary						91.90%
100.2400.55800.21.00000	\$425.00	\$6,260.94	\$6,260.94	(\$5,835.94)	\$0.00	(\$5,835.94)
Travel & Conferences Admin Elementary						-1373.16%
100.2400.55800.22.00000	\$1,000.00	\$213.40	\$213.40	\$786.60	\$399.00	\$387.60
Travel & Conferences Admin Secondary						38.76%
100.2400.56100.21.00000	\$3,600.00	\$590.70	\$590.70	\$3,009.30	\$0.00	\$3,009.30
Supplies Admin Elementary						83.59%
100.2400.56100.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Supplies Admin Middle/High						100.00%

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Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.58100.21.00000 Dues & Fees Admin Elementary	\$2,160.00	\$2,959.00	\$2,959.00	(\$799.00)	\$0.00	(\$799.00) -36.99%
100.2400.58100.22.00000 Dues & Fees Admin Middle/High	\$7,885.00	\$5,617.80	\$5,617.80	\$2,267.20	\$0.00	\$2,267.20 28.75%
100.2500.51100.20.00000 Salaries Business Office	\$190,542.00	\$48,130.94	\$48,130.94	\$142,411.06	\$142,737.26	(\$326.20) -0.17%
100.2500.52110.20.00000 Health	\$44,025.00	\$11,852.75	\$11,852.75	\$32,172.25	\$0.00	\$32,172.25 73.08%
100.2500.52120.20.00000 Dental	\$2,160.00	\$536.55	\$536.55	\$1,623.45	\$0.00	\$1,623.45 75.16%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,500.00	\$3,067.32	\$3,067.32	\$18,432.68	\$0.00	\$18,432.68 85.73%
100.2500.52200.20.00000 Social Security	\$14,576.00	\$3,554.71	\$3,554.71	\$11,021.29	\$0.00	\$11,021.29 75.61%
100.2500.52310.20.00000 Retirement	\$7,450.00	\$2,005.92	\$2,005.92	\$5,444.08	\$0.00	\$5,444.08 73.07%
100.2500.52320.20.00000 Teacher Retirement	\$22,497.00	\$6,056.82	\$6,056.82	\$16,440.18	\$0.00	\$16,440.18 73.08%
100.2500.52500.20.00000 Unemployment Insurance	\$10,219.00	\$0.00	\$0.00	\$10,219.00	\$0.00	\$10,219.00 100.00%
100.2500.52600.20.00000 Workers' Comp Ins	\$30,019.00	\$30,019.00	\$30,019.00	\$0.00	\$0.00	\$0.00 0.00%
100.2500.56500.20.00000 Business Software	\$17,300.00	\$0.00	\$0.00	\$17,300.00	\$0.00	\$17,300.00 100.00%
100.2500.58100.20.00000 Dues & Fees Business	\$2,000.00	\$20.00	\$20.00	\$1,980.00	\$0.00	\$1,980.00 99.00%
100.2600.51100.20.00000 Custodian Salaries	\$423,904.00	\$108,032.20	\$108,032.20	\$315,871.80	\$279,786.49	\$36,085.31 8.51%

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Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 10/31/2025

Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.52110.20.00000	\$272,512.00	\$57,573.42	\$57,573.42	\$214,938.58	\$0.00	\$214,938.58
Health Insurance Custodians						78.87%
100.2600.52120.20.00000	\$2,160.00	\$722.28	\$722.28	\$1,437.72	\$0.00	\$1,437.72
Dental Insurance Custodians						66.56%
100.2600.52200.20.00000	\$32,429.00	\$7,679.14	\$7,679.14	\$24,749.86	\$0.00	\$24,749.86
Social Security Custodians						76.32%
100.2600.52310.20.00000	\$52,390.00	\$12,768.29	\$12,768.29	\$39,621.71	\$0.00	\$39,621.71
Nonteacher Retirement Custodians						75.63%
100.2600.53000.20.00000	\$62,000.00	\$26,135.83	\$26,135.83	\$35,864.17	\$0.00	\$35,864.17
Building & Grounds Contract Services						57.85%
100.2600.54110.20.00000	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00
Water/Sewer						100.00%
100.2600.54210.20.00000	\$19,950.00	\$2,839.50	\$2,839.50	\$17,110.50	\$0.00	\$17,110.50
Disposal Services						85.77%
100.2600.54300.20.00000	\$60,000.00	\$16,804.01	\$16,804.01	\$43,195.99	\$0.00	\$43,195.99
Repairs & Maintenance						71.99%
100.2600.55200.20.00000	\$46,691.00	\$46,691.00	\$46,691.00	\$0.00	\$0.00	\$0.00
Property Insurance						0.00%
100.2600.55800.20.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Training & Travel						100.00%
100.2600.56100.20.00000	\$43,000.00	\$5,003.82	\$5,003.82	\$37,996.18	\$0.00	\$37,996.18
Supplies						88.36%
100.2600.56110.20.00000	\$38,000.00	\$7,712.60	\$7,712.60	\$30,287.40	\$61.78	\$30,225.62
Maintenance Supplies						79.54%
100.2600.56220.20.00000	\$188,000.00	\$32,479.62	\$32,479.62	\$155,520.38	\$0.00	\$155,520.38
Electricity						82.72%
100.2600.56230.20.00000	\$15,500.00	\$2,523.59	\$2,523.59	\$12,976.41	\$0.00	\$12,976.41
Bottled Gas						83.72%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

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Account Type: EXPENDITURE

☐ Print Detail

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☐ Print accounts with zero balance

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☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.56240.20.00000	\$130,000.00	\$0.00	\$0.00	\$130,000.00	\$0.00	\$130,000.00
Heating Oil						100.00%
100.2600.56260.20.00000	\$3,900.00	\$58.44	\$58.44	\$3,841.56	\$0.00	\$3,841.56
Gasoline						98.50%
100.2600.57300.20.00000	\$9,500.00	\$699.00	\$699.00	\$8,801.00	\$0.00	\$8,801.00
Maintenance Equipment						92.64%
100.2600.57370.20.00000	\$1,000.00	\$628.00	\$628.00	\$372.00	\$0.00	\$372.00
Replacement Furniture/Fixtures						37.20%
100.2700.51100.20.00000	\$15,611.00	\$534.75	\$534.75	\$15,076.25	\$15,007.50	\$68.75
Transportation Salaries						0.44%
100.2700.52200.20.00000	\$1,194.00	\$40.92	\$40.92	\$1,153.08	\$0.00	\$1,153.08
Social Security						96.57%
100.2700.55191.20.00000	\$388,547.00	\$27,411.48	\$27,411.48	\$361,135.52	\$0.00	\$361,135.52
Regular Student Transportation						92.95%
100.2700.55192.20.00000	\$408,000.00	\$37,963.00	\$37,963.00	\$370,037.00	\$0.00	\$370,037.00
Special Education Transportation						90.70%
100.2725.55170.22.00000	\$50,000.00	\$6,486.55	\$6,486.55	\$43,513.45	\$0.00	\$43,513.45
Athletic Transportation						87.03%
100.2725.55190.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trips/Cocurricular						100.00%
100.2725.55190.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trips/Cocurricular						100.00%
100.2725.55191.22.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Van Operating Costs						100.00%
100.2840.51100.20.00000	\$163,640.00	\$54,215.10	\$54,215.10	\$109,424.90	\$145,916.00	(\$36,491.10)
Salaries Technology						-22.30%
100.2840.52110.20.00000	\$68,782.00	\$17,955.12	\$17,955.12	\$50,826.88	\$0.00	\$50,826.88
Health Tech						73.90%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

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☐ Print Detail

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☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2840.52120.20.00000 Dental Tech	\$2,404.00	\$685.61	\$685.61	\$1,718.39	\$0.00	\$1,718.39 71.48%
100.2840.52200.20.00000 Social Security Tech	\$12,518.00	\$3,911.06	\$3,911.06	\$8,606.94	\$0.00	\$8,606.94 68.76%
100.2840.52310.20.00000 Nonteacher Retirement	\$20,864.00	\$6,248.21	\$6,248.21	\$14,615.79	\$0.00	\$14,615.79 70.05%
100.2840.53400.20.00000 Powerschool Annual Support	\$8,300.00	\$923.00	\$923.00	\$7,377.00	\$523.00	\$6,854.00 82.58%
100.2840.54300.20.00000 Repairs Tech	\$6,000.00	\$413.43	\$413.43	\$5,586.57	\$0.00	\$5,586.57 93.11%
100.2840.54420.20.00000 Copier Lease/Maint.	\$18,274.00	\$704.29	\$704.29	\$17,569.71	\$0.00	\$17,569.71 96.15%
100.2840.55310.20.00000 Phone Internet	\$31,000.00	\$6,744.86	\$6,744.86	\$24,255.14	\$0.00	\$24,255.14 78.24%
100.2840.56100.20.00000 Supplies Tech	\$9,000.00	\$4,677.25	\$4,677.25	\$4,322.75	\$109.56	\$4,213.19 46.81%
100.2840.56500.20.00000 Software	\$34,211.00	\$19,740.01	\$19,740.01	\$14,470.99	\$0.00	\$14,470.99 42.30%
100.2840.57340.20.00000 IT Equipment	\$56,250.00	\$59,229.94	\$59,229.94	(\$2,979.94)	\$0.00	(\$2,979.94) -5.30%
100.3110.59300.20.00000 Food Service	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00 100.00%
100.4000.53200.20.00000 Facilities Construction & Remodeling	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.5100.58300.20.00000 Debt Service Principal	\$720,000.00	\$650,000.00	\$650,000.00	\$70,000.00	\$0.00	\$70,000.00 9.72%
100.5100.58400.20.00000 Debt Interest	\$37,178.00	\$20,423.75	\$20,423.75	\$16,754.25	\$0.00	\$16,754.25 45.06%

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Hinsdale School District

General Ledger - On Demand Report

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Account Mask: 100????????????????

Account Type: EXPENDITURE

☐ Print Detail

☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Fund: 100

\$15,469,017.00

\$2,818,829.56

\$2,818,829.56

\$12,650,187.44

\$5,421,189.04

\$7,228,998.40

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

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Account Type: EXPENDITURE

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☐ Print accounts with zero balance

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Grand Total:

\$15,469,017.00

\$2,818,829.56

\$2,818,829.56

\$12,650,187.44

\$5,421,189.04

\$7,228,998.40

End of Report

Report from the
DIRECTOR OF
ACADEMICS &
CAREER READINESS

October 2025

September was filled with ELO placements. We currently have 22 students and 26 ELO sites. Placing students can sometimes take longer than we hope for but this year all but 2 students are placed. My hope is that both those students will be placed in the next 1-2 weeks.

Our most current placement is at Westminster Vet where our student will spend Wednesday mornings in surgery alongside the vet and vet tech. This will be in intensive ELO with opportunities that will carry this student into a pre-med vet tech program with so much knowledge under her belt. We are excited to see where this goes.

We have 8 students that are working on receiving Industry recognized credentials in the following areas:

- Serv-Safe
- LNA
- CPR/First Aid
- OSHA
- Drone Operator License
- Child Development Associate

The students will work on courses that will lead then to this IRC by the end of the year.

Applewood, Chesire Medical Center, and HMHS are currently in discussions to bring an LNA class to our school. The LNA course often runs during the day, which makes it nearly impossible for our students to participate in an LNA program. Over the next few months, we will be working with Applewood and possibly CMC (as a lab site) to bring an LNA course to Hinsdale. OSTCP will be covering the costs of all materials and lab supplies so that the school can continue with this opportunity after the grant goes away.

One of our ELO students will be building a new shed at the elementary school as well as installing new shelving in the soon-to-come Career Center for our pre-k- 5 students.

As I type this, we are preparing for our alumni career fair. I am looking forward to welcoming fifteen alum to our gymnasium to share with our students all the good things that come in life after Hinsdale.

Our student agency students have recently added 6 new members to the group. I am thrilled that 4 of our new students are middle school students. These 14 students will attend 4 all day events throughout the year with other school across the state who are embarking on the same journey. We will all be working on the same question of what does student agency look like in our school.

On September 25th we took 25 students to Construction Days in New Boston at the fairgrounds. This field trip is always a highlight for our students. They all came back with hard hats and lots of swag from the many vendors that participated.

Jeanne Sturges and I have begun planning the November PD days where the theme of our work will center around Learner agency. We will have a full schedule for you in the next board report.

Curriculum & Instruction

Instructional leaders (MTSS-A Coordinator Anna Bassett and Dir. of CIA Jeanne Sturges) completed Hill for Literacy's HQIM/Core Program Implementation course, a grant-supported program through the NH DOE. An area of focus for Curriculum & Instruction is ensuring that Hinsdale's investment in resources meets HQIM standards. HQIM (High-Quality Instructional Materials) refers to curriculum and teaching resources that are content-rich, align with academic standards, and utilize evidence-based instructional practices – supporting increased equity and inclusion and improved student achievement across various subjects. The Hill for Literacy course explores concepts related to implementation of our core reading programs: myView (K-5) and myPerspectives (6-8). Key takeaways from the course include:

- Attention to how we implement new core reading programs provides a shared foundation for instruction, ensuring consistency in what is taught and how students experience it.
- Without alignment, instruction can vary widely, leading to inequities in rigor, scaffolds, and student outcomes across classrooms.
- Equity starts with tier 1 instruction (all students). Before turning to intervention, ensure that Tier 1 is focused, consistent, and accessible to all students.

- “Implementation integrity” means fidelity with flexibility. Educators follow the core program’s scope and sequence while adapting methods and materials based on observation, data, and professional judgment. Fidelity with flexibility ensures instruction meets student needs while honoring the program’s design.
- Ensure the master schedule allows for implementation of the Core Program and an MTSS model. It’s essential that each teacher has the minimum minutes for tier 1 whole group, tier 1 small group and advanced tiered interventions and common planning time.

Going forward, Anna Bassett, Jeanne Sturges, building leaders and faculty will work to implement key strategies for supporting core program implementation through on-going embedded strategic professional learning during structured meeting time and coaching through direct support and class visits. For example, beginning with the first staff meeting of October, Anna Bassett will be facilitating mini-PD sessions with HES faculty on topics related to explicit instruction in literacy.

The Advisory program at HMHS is being supported by three Advisory Team Leads: Jillian Perzan and Brittany Howard (MS) and Kate Allen (who just joined in the HS role at the end of September). They all support Advisors with daily lesson plans aligned to monthly themes and weekly routines. Below are some examples from Ms. Perzan and Ms. Howard’s middle school Advisory lesson plans for October.



MINDSET MONDAY

Understanding Character
In September, our advisory lessons helped us understand what character is through our work focusing on building our advisory.

Character is revealed in the way we act, the habits we build, and how we treat others — especially when no one is looking.
Use the reflection questions to show what you've learned about the Portrait of a Learner trait: **Character**

For Advisors

Purpose of Advisory

- To connect students with opportunities for service, joy, ritual, physical activity, and adventure.
- To build a reliable, welcoming, inclusive, community where each member feels a sense of belonging and where each student feels cared for, heard, known and valued.
- To have each student persistently consider and deepen their answers to the questions: *Who am I? How am I doing? What are my plans for the future?*
- To support a group of diverse, fellow humans on their unique journeys.
- To connect students to themselves, one another, and their largest purposes and possibilities.

Monthly Theme: Think before you Leap

POL Trait: Critical Thinking

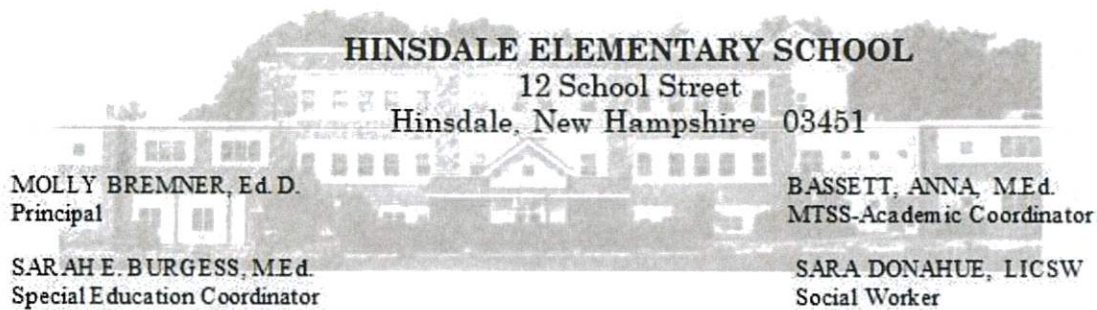
Learning Targets:

- I can explain the importance of thinking before acting by identifying situations where critical thinking is necessary and describing possible consequences of acting without reflection.
- I can demonstrate respectful communication skills by listening to others' ideas, contributing their own thoughts during discussions, and collaborating on group activities such as the pumpkin decorating contest.

Daily Advisory Themes	
Day	Theme
Monday	Mindset Monday Journaling
Tuesday	Talk about it Tuesday Group Discussion
Wednesday	Work on it Wednesday 1:1 Check-ins go over grades
Thursday	Think about it Thursday Activity/Mini Project
Friday	Flexible Friday Choose an activity from the choice board

Report from the
PRINCIPAL

Hinsdale Elementary
School



October 2025

Instruction:

This year the building is working in a coordinated way through student growth cycles. All students- including those supported through Title 1 interventions and special education are in sync to review data and set goals. We expect this to accelerate learning through our MTSS systems.

Title 1 activities are approved and moving forward. We were able to purchase more targeted materials for morning corral related to math at each grade level using up last year's unspent funds.

Dog Tag Project

Behavior:

We are implementing Incidents+ after HMHS piloted it last year. We are finding it helpful to find trends, identify student needs, and re-allocate staff for duties to needed areas and times. The mixing of the older and younger students at recess and lunch also seems to be a contributing factor to reduced behavior issues in those settings. We continue to work towards more consistent behaviors during classroom instruction, but the systems are all working together. This includes our re-vamped student concern team process authored by Anna Basset & Jill Hernon, as well as our more acute bi-weekly care team meetings.

Operations:

Hiring updates:

We continue to have open special education paraprofessional positions which we are currently covering through general education paraprofessionals, sub, and a contracted RBT.

We continue to seek a school nurse. In order to support the health needs of our students Mrs. Bean and I are often covering this role. Additionally Jan has been a great support for consultation as needed.

Upcoming Events:

Pumpkin Carving: October 17 time TBD (PTA) --This was a change of date

Ice Cream Social: October 13 time TBD (PTA)

All School Meeting: October 31st 2:30-3:10

Craft Night: December 18 time TBD (PTA)

PTA Meeting: January 15 6-7

PTA Meeting: March 19 6-7

PTA Meeting: May 21 6-7

Report from the
DIRECTOR OF
TECHNOLOGY

David Ryan, Ed.D.
Superintendent

Jane Fortson, CPA
Business Administrator

HINSDALE

SCHOOL DISTRICT

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

Karen Thompson, M.Ed.
Director of Academics and Career
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | www.hnhsd.org

Justin Therieau
Director of Technology
October 2025 Technology Report

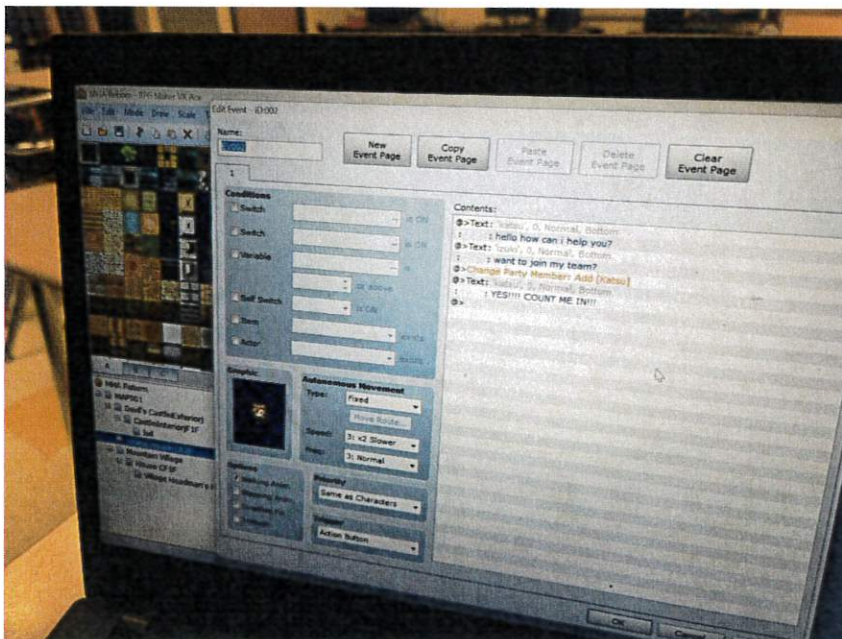
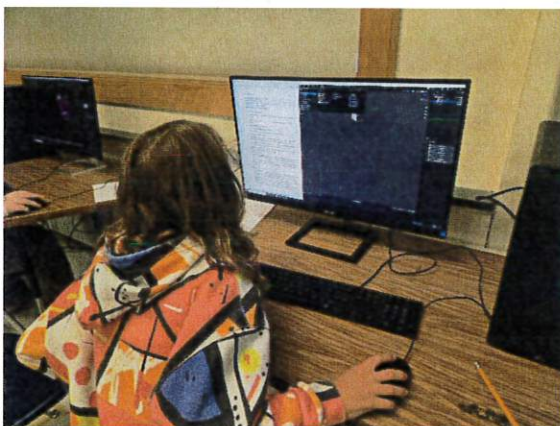
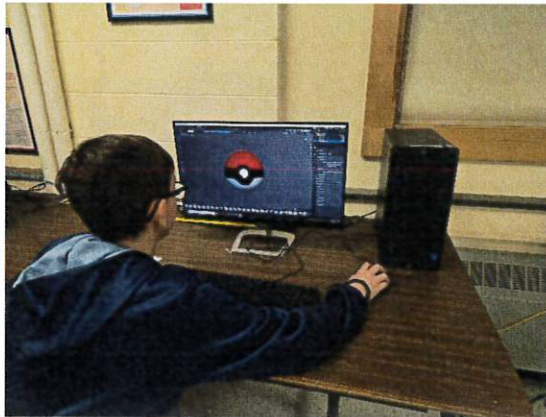
Hinsdale School Board,

The technology department had a busy month addressing and catching up with help tickets, supporting NWEA MAP testing at HES, rostering different pieces of software, and providing training and support to our staff and students. The total number of tickets for the first month of the school year was 373 tickets with 11 remaining active or on hold at the time of writing this. Drew Cooper has done an amazing job balancing the number of tickets assigned and the other responsibilities that he oversees.

We had some issues with the deployment of the updated secure browser, but we worked with NWEA to quickly resolve these. Unfortunately, much of the work needed to be done in person on each student's computer at HES. Daisy and Drew did a phenomenal job working through each class and ensuring they were able to test when each class wanted. I want to also acknowledge the flexibility of these teachers in working with us to resolve these issues, it was truly helpful and appreciated.

Daisy Frederick has spun up two clubs with the afterschool group at HMS. One is covering game design and the other robotics. Calvin Fortson was generous in providing a space for Daisy and the students to use the high performing desktops for 3d modeling. Daisy is using the Lego robotics kits as a platform for the students to explore the concepts of robotics. Attached below are some photos of these clubs showcasing the fun and hard work all around.

The photos show one student who designed a robotic claw and students working in Blender (a free 3d modeling application) to model objects in a virtual 3D space. The final image shows a student working in a RPG game design application where they are working on the storyline, characters, and game mechanics.



Report from the
DIRECTOR OF
STUDENT SERVICES

David Ryan, Ed.D.
Superintendent

Jane Fortson, CPA
Business Administrator

HINSDALE

SCHOOL DISTRICT

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

Karen Thompson, M.Ed.
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Student Services Board Report for October 2025

Submitted September 29, 2025, by Patricia Wallace, M.Ed., CAGS

Highlights about indicator reports received from the New Hampshire Department of Education:

- Received findings for Indicator 8, Parent Involvement Survey. Hinsdale had 5 meaningful survey responses, (which is up from one last year) – See attached findings on the survey questions.
 - Action plan is working with Special Educators to address question 8: My child's school gives me enough information to know whether or not my child is making adequate progress on their IEP goals. This was the lowest score at 2.75, which overall was very good with the scoring of a (2) being somewhat disagreed and (3) somewhat agree. With a score of 2.75 I would classify that as agreed but there is room for improvement.

Ongoing projects through Special Education:

- LEA Determinations Leadership group will start meeting again next week to review data and update the root cause analysis that was completed last school year. This will be continual project that we will be presenting with finds and data to the Department of Education throughout school year.
- Worked with the Department of Education to review data for Indicator 11 (Child Find) and 12 (Early Childhood Transition) before the data is finalized on October 1. The findings for both Indicator appear to be positive with the preliminary data.

Numbers in Special Education for Summer 2025:

- Number of Special Education Students that moved out of district: 0
- Number of Special Education Students that moved into the district: 1-5 (in district and parentally placed at charter school students)
- Number of new referrals made in September: 1-5
 - Preschool – Early Childhood supports referral: 0
 - Elementary School: 1-5
 - Middle/High School: 1-5
- Number of Students Evaluated (new or part of a 3-year eval) that do not meet criteria: 0

Celebrations:

- The featured staff member for this Month is Myra Clevenger. She is a Special Education Paraeducator at the Elementary School.
- Special Education students are transitioning well along with all other students to the routines of being back to school.
- Tara Conway, Special Educator at the High School, has gone back to school to become a Special Education Administrator

Parent Involvement Survey Questions Average Responses

Hinsdale School District

Strongly Disagree = 1, Somewhat Disagree = 2, Somewhat Agree = 3, Strongly Agree = 4

Districts with fewer than 5 responses will have their average scores hidden for confidentiality

(Cell Size Suppressed - CSS)

Q1: My child's school creates an environment in which I feel comfortable asking questions and expressing concern about my child's special education services.

3.60

Q2: I feel my knowledge and opinions are included in the discussions about how well special education services are meeting my child's needs.

3.60

Q3: The school team explains what options I have as a parent if I disagree with an IEP team decision.

3.20

Q4: The school team communicates with me regarding my child's progress on IEP goals.

3.00

Q5: I feel I can disagree with my child's special education program or services without negative consequences for me or my child.

3.60

Q6: My child's special education evaluation report (written summary) is written in terms I understand.

3.80

Q7: I have been involved in transition (e.g., birth to three to preschool, preschool to school age, grade level, postsecondary) discussions to plan for my child's special education program or services.

4.00

Q8: My child's school gives me enough information to know whether or not my child is making adequate progress on their IEP goals.

2.75

Q9: The special education evaluation results were thoroughly explained to me in a way that I understood.

4.00

Q10: I am treated as an equal member in the IEP team decision-making process.

3.75

Individual Employee Plan (I.E.P)

Hi, I'm Myra Clevenger

What is your fight song? "One Week" (Barenaked ladies)

What is one thing about you that you want the school committee to know about you? I work at the school because I care about the students, in the sense that I want to contribute to them becoming the best versions of themselves.

Why is this important to you? The bigger picture is this is my own children's generation, and helping at school and the students, hopefully will make them a better generation.

I work best when I know the goal and the objectives are clear.

My unique talent/character is I can stay calm under stressful conditions.

My family members are My husband, Adam, and two children, Emma and Elise, who are both attending the elementary school.

What is your best professional accomplishment When I was assigned a student, whom I would see before and thought I had no capability to support. By keeping an open mind and spending time knowing the person, I was able to make a connection.

I like to receive recognition Private a small gift, kudos or private email

My preferred learning style is visual

My favorite memory teaching Students in previous classes who would still approach me in the hallways despite months/years have passed because I made connections with.

I manage a stressful situation by Keeping a calm demeanor, assessing the situation, identifying the issue/problem, and prioritizing actions based on available resources.

I relax by listening to music, listening to the sounds of nature (rain, beach waves, birds)

I can live without Social media.

I can't live without A watch.

I prefer coffee over tea, a donut over a bagel, sweet over salty, staying up late over getting up early

If I won the lotto for \$200 million the first three things I would buy are: Plane tickets, vacation packages, food bank supplies

I went to college at University of the Philippines (Manila, Philippines), BA Development Studies

I started by career as an educator because I wish to make a more direct impact on the lives of the students, in the hope that they carry the kindness and care they are shown to their homes and into adulthood.

As the Director of Student Services, I appreciate Myra for her flexibility and her willingness to do what needs to be done. Her ability to work with some of our lowest cognitive ability students is above and beyond fantastic. Yet on the other hand, she can work directly with our highest functioning students. All by showing compassion and willingness to work with students at their level but always expecting them to move one step further in their learning.

BOARD BUSINESS

Priority Area One - Teaching and Learning

Goal 1

We will personalize learning using a strengths-based instructional approach with all students.

Impact Statement

We will know we are successful when

1. 90% of staff accurately document and monitor student intervention data.
2. 75% of students in intervention show expected growth on progress monitoring tools.
3. Tier 2/3 referral rates decrease by 10% due to earlier support and response.
4. 10% growth in academic achievement (e.g., MAP, benchmark assessments) across content areas.
5. Teachers show evidence of differentiated instruction, formative assessment, and individualized student goal setting at intervals related to data driven decision making meetings (PLCs, SCTs, IEPs, etc.)
6. At the elementary level, MTSS data is used to adjust intervention groups at regular intervals (e.g., every 6–8 weeks).
7. 100% of classrooms implement core daily routines (entry, transitions, agenda).
8. 90% of classrooms demonstrate routine adherence in 3+ consecutive walkthroughs.
9. Behavior referrals related to routine disruptions decrease by 25%.
10. Students report a 15% increase in clarity of daily expectations.

Our Plan

Differentiated Instruction - we will implement differentiated instructional practices in all grade levels, PK-12. Phase One will be implemented by the end of the 2028 academic year, and Phase Two will be implemented by the end of the 2030 academic year.

How We Will Get There

1. Implement embedded professional development opportunities and peer coaching/observation cycles focused on differentiation strategies, formative assessment, and individualized goal setting.
2. Provide time for teachers to collaboratively plan differentiated lessons.
3. Develop and implement MTSS structures across PK-12.
4. Integrate direct instruction and modeling of executive functioning, organization, and independence into school structures and routines.
 - a. Develop and deliver PD for all staff on supporting executive functioning in students, including creating and teaching routines that support transitions and classroom management.
 - b. Adopt or create an executive functioning skills toolkit for classroom integration.

- c. Implement an advisory curriculum in Middle-High School focused on self-management and planning.

Goal 2

Members of the Hinsdale school community will empower all students with agency in their learning.

Impact Statement

We will know we are successful when

1. 100% of students implement goal-setting routines.
2. 50% of classrooms offer student choice opportunities at least monthly
3. 100% of students engage in regular structured academic conversations (e.g., daily, weekly).
4. 100% of teachers incorporate student talk strategies into lessons 2x per week.
5. Student engagement improves by 15% on annual climate surveys.
6. Implement revised standards-aligned Social Studies and Science competencies, curriculum and instructional practices that center inquiry and student agency in learning.
7. Based upon provided PD, students & teachers will begin co-creating rubrics at the middle-high school level.
8. 80% of students PK-12 are tracking quarterly goals.
9. 75% of students PK-12 have opportunity to participate in decision-making roles.

Our Plan

Learner Agency - by the end of the 2030 academic year, students will have developed a sense of ownership for their learning and worked in partnership with the educators chiefly responsible for ensuring it.

How We Will Get There

1. Develop and implement goal-setting/reflection routines based on developmental levels, working towards student-led conferences across grade levels to strengthen ownership of learning
2. Expand student leadership roles in advisory, clubs, committees.
3. Continued implementation of an advisory program at the middle high school with increasing levels of student-led activities.
4. Expand project-based and inquiry-based learning that allows student voice in topic selection.

Goal 3

Hinsdale Middle High School will establish post-graduation pathway plans for all secondary school students.

Impact Statement

We know we will be successful when, by 2030,

1. We will have launched the PLP process for grades 9-10 and expanded it to all grades 9-12 by 2027.
2. We will have created a career library at Hinsdale Elementary School with measurably increased student use by the end of 2027.
3. 40% of secondary students complete a career-connected experience annually.
4. 100% of high school students have an active PLP by 2029.
5. 50% of HS students complete a career-connected experience by 2029.

Our Plan

Future Learning Pathways - we will bring to life our "Portrait of a Learner" and customize students' pathways to ensure they are prepared for college, career, and life, using a combination of resources, coaching, and data-driven insights to foster success habits and open future opportunities.

How We Will Get There

1. Embed the development of personalized learning plans into the existing advisory program at the MHS.
2. Continue partnering with local business, organizations, and colleges to offer job shadows, ELOs, internships, and dual-enrollment opportunities.
3. Map clear career pathway options that connect courses, extracurricular activities, and industry recognized credentials.
4. Integrate career exploration tools and interest inventories into upper elementary and middle level curriculum.
5. Explore development of potential CTE programs (e.g., a lab preschool at the high school).
6. Create a career library at HES available to HES and HASP

Goal 4

Hinsdale Middle High School will continue to redesign the middle school experience so that it can shift to a student-centered and community-based learning model.

Impact Statement

We will know we are successful when, by 2029, we launch at least 3 new exploratory courses or extra-curricular student clubs, and our middle school students' rating of their sense of belonging, as measured by an annual student climate survey, will have increased to at least 75% satisfactory.

Our Plan

Middle School Redesign - we will continue to build stakeholder support, agency for students, integrate learning experiences that incorporate community mindedness, and amplify student voices.

How We Will Get There

1. Continue development of middle-level advisory curriculum with embedded focus on SEL, executive functioning, and character development.
2. Provide targeted academic support and enrichment for diverse readiness levels.
3. Build cross-curricular team structures to strengthen teacher collaboration and monitor whole-child development

Goal 5

Hinsdale Elementary School will strengthen students' literacy and numeracy skills at the elementary level through implementation of differentiated instruction and integrity of district curriculum at Tier 1.

Impact Statement

We know we will be successful in the area of literacy when,

by the end of 2027, there is/are

Reading

1. Lesson plans that demonstrate systematic, explicit instruction in phonological awareness, phonics, fluency, vocabulary and comprehension (i.e., the pillars of science of reading instruction).
2. Participation from all teachers in comprehensive, embedded ongoing professional development that provides teachers and staff with the knowledge and skills necessary to effectively implement the Science of Reading.
3. Implementation of the core literacy program with integrity to systematically build on the five essential components of reading.
4. By all teachers, the embedding of curriculum-based assessments that provide immediate feedback to inform instruction.
5. By all teachers, Implementation of tiered interventions and progress monitoring systems to address the needs of all readers.
6. Science and Social Studies lesson plans that include targeted literacy skills.

Writing

1. a handwriting curriculum selected and a supplemental writing curriculum is cross-walked to the district ELA curriculum.
2. an increase of student familiarity and comfortability with available devices, including laptops, with a specific focus on typing skills beginning in grade 2, this includes measured progress in typing skills during 2nd grade.
3. 20% growth in student writing complexity as measured by rubric.
4. 90% of students in PK–2 show measurable improvement in fine motor writing benchmarks by spring.
5. Writing samples across grades show 15% improvement in sentence structure and grammar accuracy.

Vocabulary

1. Lesson plans that include the components of explicit vocabulary instruction.
2. 100% of teachers participating in PD on vocabulary instruction.
3. 75% of content area teachers incorporating vocabulary strategies weekly, monitored via admin walk-throughs.
4. A 15% increase in vocabulary section scores on assessments or curriculum-based measures.

by the end of 2029, there is/are

1. Implementation of a handwriting program with monitored effectiveness.
2. Implementation of supplementary writing curriculum that complements the ELA curriculum.
3. Improvement in student cross-curricular vocabulary and comprehension where scores show at least 10% improvement.

Our Plan

Fundamentals of Literacy and Numeracy - we will identify specific student needs, set goals, develop a logical sequence of learning activities focused on core areas like phonemic awareness, phonics, fluency, vocabulary, and comprehension, emphasize building conceptual understanding and practical application of mathematical skills, and establish methods to monitor progress and adjust instruction accordingly for each student.

How We Will Get There

1. Implement Science of Reading-based practices by simultaneously preparing lessons to meet the needs of students and implementing the core program with integrity.
2. Strengthen students' handwriting through daily systematic and explicit instruction.
3. Strengthen students' written expression from early grades, incorporating targeted grammar instruction.
4. Integrate literacy skills into Science and Social Studies content areas.

We know we will be successful in the area of numeracy when, by 2029, there is/are

1. 10% increase in proficiency on state or benchmark math assessments by end of each year.
2. Strengthening of students' conceptual understanding and application of math through high-quality instruction, real-world problem-solving, and strategic interventions as evidenced on routine assessments.
3. participation from all teachers in professional development on the current math curriculum in order to better address student needs.
4. Continued implementation of high quality differentiated instruction at TIER 1 in literacy and numeracy.

5. Continued improvement as measured by standardized assessments.

How We Will Get There

1. students' conceptual understanding and application of math through high-quality instruction, real-world problem-solving, and strategic interventions is strengthened as demonstrated through participation in routine assessments.
2. All teachers will routinely participate in professional development on the current math program in order to better anticipate and address student intervention needs.

Goal 6

Hinsdale Elementary School will expand and strengthen the preschool program.

Impact Statement

We know we will be successful when we

1. Program Review process that includes a Needs Assessment and handbook review/revision.
2. Increase PK enrollment.
3. Improve performance on Early Childhood Assessments (DRDP, DIAL).
4. Complete program review identified action items..
5. Outdoor learning spaces which include the playground area have been evaluated and planned to be or beginning implementation of improvement. This will promote early problem solving, gross motor skills, and regulation with more independence.
6. Students who have attended HES preschool have improved DIAL/DRDP and literacy assessment results.

Our Plan

Expansion of Access and Programming - we will research a mixed-delivery system that removes obstacles for families to access the program, ensuring high-quality programs and securing robust, sustained funding that provides the programming and assistance that best serves our students' learning needs.

How We Will Get There

1. Form an Early Childhood committee that includes experts in finance, curriculum, and community representation..
2. Explore the feasibility of increasing the cost of tuition.
3. Establish a calendar and hold monthly committee meetings with published minutes.
4. Explore new and innovative models for preschool (e.g., mixed aged groups, curriculum, lab school at HHS).

Goal 7

Hinsdale School District students will take responsibility for and increase their engagement with learning through increased school campus attendance.

Impact Statement

We will know we are successful when

1. The number of students considered truant is reduced.
2. Overall attendance rates are increased.
3. There is improved performance in peer walkthroughs focused on time-on-task and smooth transitions.

Our Plan

Identify and Address Factors for Absenteeism - we will foster a welcoming and engaging environment, use data to identify at-risk students, and implement a comprehensive strategy involving early and consistent communication with parents, positive reinforcement for good attendance, and collaboration with the community to address underlying barriers to attendance

How We Will Get There

1. Provide professional development on classroom routines, transitions, and instructional pacing that keeps students engaged.
2. Implement self-assessment and reflection tools for teachers on time management practices.
3. Implement a SIS integrated solution for improved parent communication of their student's attendance.

Priority Area Two - Culture and Climate

Goal 1

We will develop a school community that promotes and expands inclusivity and belonging at all levels of the organization.

Impact Statement

We will know we are successful when all students, staff, and families can share their honest and authentic selves through their contributions to the strengths of the school district.

Our Plan

Community-Wide Listening - by the end of the 2026-2027 academic year, we will understand the current experiences of students, staff, families, and community members.

How We Will Get There

1. Surveys and interviews with students, teachers, staff, parents, and local partners (e.g., library, local businesses, civic groups).
2. Town hall-style forums or focus groups—especially for underrepresented voices (low-income families, students with IEPs, etc.).
3. Include both quantitative (e.g. multiple choice) and qualitative (open-ended) questions.

Community Engagement or Belonging Task Force - by the end of the 2025-2026 academic year, we will create and have trained a community engagement task force.

How We Will Get There

1. Build the task force that includes students, teachers, parents, school board members, and local community leaders.
2. Task them with developing information seeking instruments and dialogues, reviewing feedback, and recommending action steps.
3. Ensure the group is representative of the town's demographics
4. Review existing data and practices to identify gaps and opportunities in representation.
5. Review school policies, curriculum, and materials for bias or exclusion.

Identify and Implement Connection Strategies - by the end of the 2026-2027 academic year, we will have established programs for building learner agency and connecting with students, families, staff, and the broader community.

How We Will Get There

1. Establish a strong transition program for all students participating in the elementary to middle and middle to high school transitions.
2. Periodically conduct a “Voices of Hinsdale” student forum to capture the pressing issues of the student body at that time.
3. Conduct “needs assessment” visits for students whose guardians we have not met or connected with during the school year.

4. Provide professional learning to staff on trauma-informed practices and resiliency development models.
5. Recognize and celebrate staff contributions regularly and in earnest.
6. Partner with the public library, town officials, and local organizations to share communication and co-host listening sessions with citizens who do not have students in the schools.
7. Use community events to build bridges between the school and town

Goal 2

The Hinsdale School District will be a welcoming and safe community founded on a culture of kindness, mutual respect, and shared responsibility.

Impact Statement

We will know we are successful when all students, staff, and families can contribute to decisions, exchange diverging ideas, and provide honest feedback without issues of retribution or disrespect.

We will further know we are successful when data depicting student behavior shows a reduction in the number of events involving inappropriate or unsafe behavior.

Our Plan

School Community-Wide Kindness Campaign - we will continue to build upon the power and progress of the annual Kindness Day held in April of each academic year.

Create a Physically and Emotionally Safe Environment - by the end of the 2027-2028 school year, we will have revised and addressed our policies and approaches to addressing bullying, harassment, trauma, and crisis events.

How We Will Get There

1. Our anti-bullying and harassment policies will be clearly communicated, consistently enforced, and follow the protocols and procedures outlined in federal and state law.
2. Our schools' codes of conduct will clearly outline respectful and appropriate behavior expectations while promoting restorative practices to rebuild community and trust, using conflict and mistakes as learning opportunities that rebuild relationships.
3. Our espoused core values will emphasize what kindness and respect look like in behavior, language, and attitude.
4. All staff will be trained and consistently renewed in verbal de-escalation techniques through the Crisis Prevention Institute training program.
5. Follow an agentic planning path to develop shared commitments to kindness with students and staff to guide day-to-day behavior.

Priority Area Three - Finance, Facilities and Technology

Goal 1

We will operate as a model of fiscal efficiency and cost effective delivery of programs and services.

Impact Statement

We will know we are successful when

1. There is a decrease in the overall cost of supply expenditures.
2. We have established a culture and system for cost comparison between several vendors.
3. We no longer discover and/or carry unused inventory that was purchased with federal grant funding.
4. Our federal grant activities are written more purposefully and accurately reflect the initiatives described within this strategic plan.

Our Plan

Cost Efficiency Model - we will conduct thorough cost-benefit analyses and expense evaluations, analyze our overall spending to identify opportunities for reduction and optimization, and more directly design grant funded activities.

How We Will Get There

1. Bulk purchasing – District-wide including Software, Town Partnership
 - a. Intra and Inter District
 - b. Shop Around
 - c. Possible New Policies for Purchasing
 - d. Look into purchasing training/person
2. State bidding
3. Grant committee to help design and align grant funded activities with the mission and vision outlined in this strategic plan.
4. New programming discussions with Finance to ensure the budget can or will support anything being introduced.
5. Sustainability of ELO program
6. Routinely review staffing requirements for all areas of operation.

Goal 2

The Hinsdale School District will provide well maintained facilities and infrastructure.

Impact Statement

We will know we are successful when

1. Large ticket items that have been identified on the Capital Improvement Plan are being proposed as warrant articles in collaboration with the Town of Hinsdale.
2. The items and projects on the Capital Improvement Plan have been fully funded and completed.
3. The technology and facilities annual budgets are developed and funded in accordance with the Capital Improvement Plan.

Our Plan

Capital Improvement Planning - we will follow a system for assessing community needs, identifying and prioritizing potential projects, developing cost estimates and financing plans, creating project timelines, securing public buy-in, and implementing the approved plan through annual budget cycles.

How We Will Get There

1. Targeted training for Custodial/Maintenance Staff
 - a. Preventative Maintenance/Repair
2. Proper reporting of issues as they arise using an asset management program and/or HelpDesk work order system.
3. Development and strategic collaboration of a Capital Improvement Plan in concert with the Town of Hinsdale Planning Board.
 - a. Larger equipment replacements and facilities or grounds upgrades will be included on annual School District Warrants after consultation with the Town about their warrant articles.
4. Development of a technology plan that supports the mission and vision of this strategic plan.

Goal 3

Hinsdale School District will seek opportunities to generate revenue to help offset the cost of the annual operating budget appropriation.

Impact Statement

We know we will be successful when

1. Revenue lines increase and stabilize in bottom line amounts annually, thus impacting reductions in the annual School District Tax.

Our Plan

Maximizing Revenue Generation Programming - we will implement a multi-faceted approach to revenue generation by balancing diverse monetization strategies with audience engagement and data-driven decisions.

How We Will Get There

1. Establish tuition agreements with neighboring districts that may include special education programs developed in a collaborative, cost sharing manner.

2. Increase NSLP Free or Reduced Lunch applications and by utilizing creative curating processes such as "Hinsdale Goes Back to School".
3. Pursuing/Investigating More Grants
4. Utilize meeting and celebration space in our school buildings and on our grounds as rental opportunities for outside groups.
5. Apply a modest increase to the Pre-School tuition while not losing sight of those families who require assistance with it.
6. Sustainability of HASP (Tuition & Budget mix) and the incremental growth of HASP tuition over time.
7. Offer community facing services in which we have expertise
 - a. Adult/Community Ed – Community Relations
 - b. Student Helpdesk w/billing - Teaching & Learning
8. Develop one or two specialty Career and Technical Education programs that provide a tuition-driven destination for area students.

Priority Area Four - Community Relations

Goal 1

We will increase our methods of communication between the school district, town, and community.

Impact Statement

We will know we are successful when there is/are

1. An increase in followers/subscribers on each district communication platform.
2. A quarterly analytics report that shows a rise in engagement rates
3. A centralized calendar and resource hub up and running by the end of the 2025-2026 school year.
4. A gradual increase in the number of monthly visits to the centralized hub over the course of the first school year.
5. An increase in attendance at sponsored events (in-person and online) each quarter.
6. Post-event surveys that report increases in satisfaction, clarity, and relevance of the contents of the events.
7. An increased frequency of partner organizations sharing district information.
8. 100% of households that can claim they have been reached by our information.

Our Plan

Communication Planning - we will develop a strategic communication plan by defining objectives, identifying target audiences, crafting key messages for each audience, choosing appropriate channels, creating a detailed action plan, and evaluating its effectiveness to make adjustments.

How We Will Get There

1. Revise our communication plan to reflect a multi-channel approach.
 - a. Maintain consistent (weekly and or bi-weekly) updates through district website, email newsletters, social media platforms, and printed community bulletins.
 - b. Ensure all communications are mobile-friendly.
 - c. Ensure all communications are accessible via multimodalities ie; Print as well as technology.
2. Redesign or redevelop the school district website to serve as a more mobile user friendly "one stop" digital hub of information.
 - a. Create a centralized online calendar and resource page with district events, community events, and key announcements, updated on a weekly basis. Assign a point person to handle the upkeep of the calendar.
3. Provide regular community updates and outreach.
 - a. Host quarterly "State of the Schools" meetings (both in-person and livestreamed).

- b. Provide short video updates from the superintendent, principals, staff, and students.
- 4. Conduct targeted outreach to groups and stakeholders.
 - a. Create a CAST (Community And Schools Together) Committee that includes the Winchester and Hinsdale Community, This group will meet regularly to discuss current “hot topics” and needs.
 - b. Send postcards or newsletters to households without children in the district to keep them engaged.
 - c. Revisit our community service requirements. Community service would require all students to complete a community-based activity that gives back to our community. This should be a pre-k-12 requirement and this opportunity could be credit based.

Goal 2

The Hinsdale School District will increase collaboration between the school district and community.

Impact Statement

We will know we are successful when

1. The number of formal partnership agreements increases as measured annually.
2. The number of students participating in mentorships/internships rises annually.
3. The count of community events hosted in school facilities and satisfaction surveys as a result of those events grows annually.
4. Student-led community projects are tied to the Portrait of a Learner competencies, starting in Middle School and adding a grade level each year after that.
5. Public recognition in local media or at events increases annually.
6. Attendance at showcase events grows year-over-year.
7. The number of community organizations participating in this engagement process increases annually.
8. Committees meet at least six (6) times per year.
9. All committee members report feeling their input is valued and leads to action.

Our Plan

EmpowerEd Partnerships - we will follow a comprehensive approach to increasing community-school collaboration and engagement. The plan will focus on deepening connections between schools, students, families, and the broader community while measuring success through both quantitative and qualitative growth.

How We Will Get There

1. Organize a community partnership program that increases community participation in student learning programs.

- a. Develop formal agreements with local businesses, nonprofits, and higher education institutions for mentoring, internships, and project-based learning. IE: ELO's.
 - b. Create an accessible database of community experts who can visit classrooms or serve as guest speakers.
- 2. Utilize the school and town buildings and grounds as shared spaces and resources to promote activities and learning.
 - a. Open school facilities for community use (meetings, cultural events, recreational activities).
 - b. Partner with the town library, senior center, and recreation department for joint programming.
- 3. Expand our work on learner agency to include student-led community projects.
 - a. Launch a "Portrait in Action" initiative to introduce our POL, where students apply district learner competencies to solve real community challenges.
 - b. Publicly showcase these projects at community events.
- 4. Broaden the authentic audience for demonstrations of learning by hosting an annual community showcase.
 - a. Expand exhibition day beyond ELO students. Host a celebration where students display projects, performances, and innovations alongside local businesses and organizations.

Budget Year 2025-2026
School or Department: District Wide Curriculum

Hinsdale School District
BUDGET CHANGE FORM

This form is to be filled out for requests beyond the budgeted amount in an account. It is used to indicate which accounts the excess funds will be removed from, and which accounts these funds will be added to. Please return this form to the Business Office for processing. No action is necessary if an account is less than \$250 over-expended.

REMOVE FUNDS FROM:

Account Number	Amount (Rounded to the nearest dollar)
100.1260.51100.20.00000	\$12,209.00
100.1260.52200.20.00000	\$ 783.00

ADD FUNDS TO:

Account Number	Amount (Rounded to the nearest dollar)
100.1100.51100.22.00000	\$10,240.00
100.1100.52200.22.00000	\$ 783.00
100.1100.52320.22.00000	\$ 1,969.00

Reason for Request:	
Move funds from the ESL accounts to cover sixth class taught by W. Fraser for ESL services.	

Approved ☒ Disapproved ☐

All Requests Require a Co-signature

Approved ☐ Disapproved ☐


Principal/Director Signature

Superintendent/Business Admin. Signature

All Requests over \$5,000 must be presented to the School board for approval.

AB - NEW HAMPSHIRE PARENTAL BILL OF RIGHTS

Category Priority/Required by Law -The subject matter of these policies is required by state and or federal law.

A. New Hampshire Parental Bill of Rights

1. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:
 1. To direct the upbringing and moral or religious training.
 2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
 3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
 4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
 5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
 6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
 7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).
 8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section

Commented [DR1]: NHSBA revision notes: New policy - July 2025, sample AB was created in response to the passage of the New Hampshire Parental Bill of Rights (HB2, chaptered as 2025 N.H. Laws 141:455 and codified in new RSA 189-B).

1232h(c)(1)(C).

9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.
11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.
17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.

18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.

19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent cause a complete copy of Section A (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and
3. Each year in every student and employee handbook.

District Policy History:

New policy on September 4, 2025
First reading: September 10, 2025
Second reading/adopted: October 8, 2025

	Description
NH Statutes	
RSA 126-U	Limiting the Use of Child Restraint Practices
RSA 141-C:20-a	Immunization
RSA 141-C:20-c	Exemptions
RSA 186:11, IX-b	Health and Sex Education
RSA 186:11, IX-c	Objectionable Course Material
RSA 186:11, IX-d	Duties of State Board of Education
RSA 186:11, IX-e	Notice to Parents/Guardian Required
RSA 189-B:2 PENDING LINK	Parental Bill of Rights: Definitions
RSA 189-B:4 PENDING LINK	Parental Rights
RSA 189:66	Data Inventory and Policies Publication
RSA 189:67	Limits on Disclosure of Information
RSA 189:68	Student Privacy
RSA 193:1	Duty of Parent; Compulsory Attendance by Pupil
RSA 193:13	Suspension and Expulsion of Pupils
RSA 193:3	Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance
Federal Regulations	Description
34 CFR. Part 99	Family Educational Rights and Privacy Act Regulations
Federal Statutes	Description
20 U.S.C. § 1232h	Protection of Pupil Rights Amendment (PPRA)
Cross References	
Code	Description
ECAF	Audio and Video Surveillance on School Buses
EEAA	Video and Audio Surveillance on School Property
IGE	Parental Objections to Specific Course Material
IHAM	Health Education and Exemption From Instruction

IHAM-R(1)	<u>Health Education and Exemption From Instruction - Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form</u>
IHBB	<u>Programs for Gifted and Talented Students</u>
IK	<u>Earning of High School Credit - Achievement of Competencies</u>
ILD	<u>Non-Educational/Non-Academic Questionnaires, Surveys & Research</u>
ILD-R(1)	<u>Non-Educational/Non-Academic Questionnaires, Surveys & Research - Protection of Pupil Rights Amendment - Supporting Forms</u>
JCA	<u>Change of Class or School Assignment - Best Interests and Manifest Hardship</u>
JIC	<u>Student Conduct</u>
JICD	<u>Student Discipline and Due Process</u>
JICD-R(1)	<u>Student Discipline and Due Process - Memorandum of Understanding</u>
JJJ	<u>Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils</u>
JJJ-R(1)	<u>Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - Administrative Regulations</u>
JKAA	<u>Use of Restraints and Seclusion</u>
JLCB	<u>Immunizations of Students</u>
JRA	<u>Student Records and Access (FERPA)</u>
JRA-R(1)	<u>Student Records and Access (FERPA)</u>

BEDG - MEETING MINUTES

Category Recommended - While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policy: BEC & EH

Related Administrative Procedure: EH-R

Commented [DR1]: NHSBA revision notes: July 2025 - ¶B.8-B.9 were added to reflect the passage of HB231 (amending RSA 91-A:2, II relative to the requirements for public meeting minutes). September 2023 - ¶4.2.c and §5 of sample BEDG were revised to reflect the passage of HB321 (amending RSA 91-A:3, III relative to reviewing previously sealed minutes), with additional minor grammatical or formatting revisions throughout, e.g., §4, and ¶4.2.c.

A. Minutes Required.

Under RSA 91-A, the school board, and each of the school board's committees (*irrespective of* whether standing or ad hoc, and *irrespective of* whether deemed a sub-committee or an advisory committee) is required to keep minutes for every "meeting" as defined under 91-A:2. As used below, "Board" shall mean and include the district school board, and each such board committee.

The Board will appoint a recording clerk to prepare the minutes of each meeting. Should the person so appointed be absent from all or part of a meeting (e.g., non-public session), the Chair, subject to being overruled by the Board, shall appoint a person to take the minutes.

In addition to "minutes" as described below, a more comprehensive "record" and/or "decision" may be required in the event of a "hearing" regarding individual rights/claims (e.g., teacher non-renewal, student expulsion, manifest educational hardship, etc.). In such instances, the Board and or Superintendent should consult with counsel to assure that any statutory or regulatory requirements are satisfied.

B. Required Content of Minutes.

At a minimum, all minutes, including minutes of non-public sessions, must include:

1. the names of members participating;
2. persons appearing before or addressing the School Board (members of the public who do not address the board, and are there as attendees only, do not need to be identified);
3. a brief description of each subject matter discussed,
4. identification of each member who made a first or second of any motion;
5. a record of all final decisions;
6. when a recorded or roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
7. in the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the objection and discussion." (See RSA 91-A:2, II-a.).

8. The name of the person who produced or prepared the minutes (i.e. minute taker/recording clerk), and
9. The start and end times of the meeting.

See Section D below for additional content requirements for minutes of any meeting at which the Board enters a non-public session.

C. Approval and Access to Minutes.

Approval and availability of minutes will depend in part on whether the minutes are of a public or non-public session, and as to non-public minutes, whether they are sealed or not. “*Approved minutes*” refers to the final version of minutes approved by vote of the Board. “*Draft minutes*” refers to minutes that have not been formally approved by the Board. “*Sealed minutes*” refers to minutes from a non-public session and which the Board has determined should not be disclosed pursuant to RSA 91-A:3, III and as discussed in Section D, and paragraph C, below.

1. Location and Retention of Minutes. In accordance with Board policy EH, and NH. Dept. of Education rule Ed 302.02 (j), all minutes will be kept at the office of the Superintendent. Minutes for non-public sessions that have not been sealed shall be kept in the same location and indexed in the same manner as for public minutes.
2. Access to Approved & Unsealed Minutes. Approved and unsealed minutes shall be available for inspection by the public during the normal business hours of the SAU office, and in accordance with RSA 91-A:2 through 91-A:4 (subject to the exemptions stated in RSA 91-A:5), and Board policy EH. Requests for access to minutes shall be processed in accordance with District administrative procedures EH-R.

Additionally, all approved and unsealed minutes shall be posted in a consistent and reasonably accessible location on the District’s web site, or the web site shall contain a notice describing where the minutes may be reviewed and copies requested.

3. Access to Draft Minutes and Minute Preparation Materials. “Draft” or “unapproved” minutes that have not been sealed will be available for inspection upon request at the SAU office during normal business hours. Drafts for public sessions must be available within 5 business days of the meeting, while drafts of non-public session minutes that have not been sealed by the Board must be available within 72 hours (3 calendar days) of the meeting.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized and shall likewise be available for inspection during that period.

4. Approval of All Minutes Other Than Sealed. Draft public minutes and non-public minutes that were not sealed will be sent to the members of the Board before the meeting at which they are to be approved. Changes made by the Board to draft minutes shall be recorded either by (i) retaining the draft with the final approved minutes, (ii) including notations (e.g., “redline” edits) in the final approved minutes, or (iii) outlined in the minutes of the meeting at which the Board approved.

5. Approval of Sealed Non-Public Minutes of Non-Public Sessions. Unless previously sealed by the Board, draft minutes for all non-public sessions will be made available for public inspection within seventy-two (72) hours after the non-public session.

Drafts of non-public minutes will be provided to the Board, either (i) at the conclusion of the non-public session and may be approved at the time, prior to any vote to seal, or (ii) if sealed, provided to Board at the meeting, if any, at which they are to be approved. If copies of draft sealed minutes are provided to Board members for the purpose of review and/or approval, the copies shall be recovered by the Chair or recording clerk and destroyed. Only the official record copy may be retained, with a list maintained for sealed non-public minutes as described in Section D, below.

D. Special Provisions for Minutes Relating to Non-Public Sessions.

For any public meeting that includes a non-public session (see Board policy BEC for statutorily required procedures relative to entering and exiting non-public sessions), additional information beyond that discussed in paragraphs B.1- 7, is required both for the public meeting minutes, and for minutes specific to the non-public session, irrespective of whether the non-public minutes are “sealed” (see discussion below).

1. Information Regarding Non-Public Session Included in Public Minutes. The public minutes of the meeting at which the non-public session occurs must include the statutory reason given in the motion as the foundation for each non-public session, as well as a roll call record of how each Board member voted on the motion to enter. Public minutes must also reflect any motion to seal (described in paragraph C.2., above), along with the statutory reason permitting the sealing (see below), and record how each member voted on the motion to seal.
2. Sealing Non-Public Minutes. As used in this policy, “sealed” minutes in reference to minutes of non-public sessions, means that the Board determined by 2/3 majority vote in public session that “divulgence of the information” (i.e., information in the minutes of the non-public session):
 - i. Would affect adversely the reputation of a person other than a Board member;
 - ii. Would render ineffective the action/proposed action taken in non-public session; or
 - iii. Pertains matters relating the preparation for and carrying out of all emergency functions intended to thwart a deliberate act intended to result in widespread or severe damage to property or widespread injury or loss of life (i.e., terrorism).
 - a. A motion to seal, if any, should be the first item of public business after the Board exits the non-public session, and must state one of the three grounds above allowing sealing.
 - b. If the minutes are not prepared/approved during the non-public sessions itself, the Board should discuss the content of the minutes prior to exiting so that any vote to seal will be an informed vote.

- c. When making or voting upon a motion to seal, the movant/Board should consider and state the duration that minutes be sealed based upon the grounds supporting the sealing. *This can be done either by stating a date they sealed until, or a date by which the Board might review the minute's status.* For instance, minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the Board might be remain sealed permanently, while minutes sealed because disclosure would "render the action ineffective" should be sealed only for as long as that reason exists or is anticipated to exist. *Pursuant to RSA 91-A:3, III, non-public minutes relating to discussion about lease, purchase or sale of property (91-A:3, II(d)) must be made available "as soon as practicable after the transaction has closed or the Board has decided not to proceed with the transaction."*
3. Minutes of the Non-Public Session Itself. In addition to the information included in all minutes as described in paragraphs B.1-7, above, minutes of the non-public session must include "all actions" and decisions (i.e., votes, including negative votes) taken by the Board, with a record of how each member voted. If the Board does not "seal" the minutes of the non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.
4. Sealed Minutes List. In order to comply with RSA 91-A:3, III, the Superintendent is directed to maintain a list of all sealed minutes for non-public sessions occurring after July 1, 2021. The list (referred to as the "Sealed Minutes List") shall include:
- a. the name of the public body (e.g., School Board, Policy Committee, etc.);
 - b. the date, time and location of the public meeting (from meeting notice);
 - c. the start and end times of the non-public session;
 - d. the specific grounds upon which the non-public session occurred (e.g., RSA 91-A:3, II (b) and (c), etc.);
 - e. the specific grounds upon which the minutes were sealed (e.g., "disclosure would render the action ineffective" or "disclosure would likely adversely affect the reputation of a non-board member," etc.);
 - f. the date the vote to seal the minutes occurred;*
 - g. the date, if any stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and
 - h. the date, if any, of a subsequent decision to unseal the minutes.

The Sealed Minutes List shall be updated each time the public body seals non-public minutes, and the updated List shall be made as soon as practicable for public disclosure.

5. Reviewing Sealed Minutes.

The Board may appoint a delegate the authority to review previously sealed minutes to one or more Board members, the Superintendent or other appropriate administrator. Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. Although discussion of whether to unseal such minutes can occur in non-public session pursuant to RSA 91-A:3, II (m), any vote to unseal must occur in public session.

District Policy History:

First reading: October 13, 2021

Second reading/adopted: November 10, 2021

District revision History:

First Reading: September 10, 2025

Final Reading: October 8, 2025

Legal References:

RSA 91-A:2, Meetings Open to Public

RSA 91-A:3, Nonpublic Sessions

RSA 91-A:4, Minutes and Records available for Public Inspection

RSA 189:29-a, Records Retention and Disposition

N.H. Dept. of Education regulation Ed 302.02 (j), Substantive Duties of Superintendents

NH Dept of Ed Regulation:

NH Code Admin Rules Ed 302.02 (j)

DID - FIXED ASSETS (Inventories) INVENTORY AND MANAGEMENT ASSETS

Category Recommended - While these policies are not required by law, they are highly recommended for effective school board operations.

To serve the functions of conservation and control, a running inventory of fixed assets with appraised values will be maintained by the Superintendent's office on buildings and contents including (1) buildings and grounds equipment, (2) furniture, (3) administrative equipment, (4) educational equipment, (5) vehicles, and (6) textbooks and supplementary books. The Superintendent will designate the person responsible for maintaining an inventory of equipment, materials, and supplies in his/her shop, laboratory, or classroom.

These inventories will be brought up to date as needed, but no less than once per fiscal year. Two copies of the inventory will be filed with the building administrator.

Category: Recommended

*NOTE: Any property purchased in whole or in part with Federal funds must be managed in accordance with Board policy DAF, with specific fidelity to DAF-6 {**}.*

The District's capital assets include, but are not necessarily limited to, land, land improvements, buildings, building improvements, and infrastructure, as well as vehicles and certain machinery, equipment, software, works of art, and other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond one fiscal year. Capital assets also include certain improvements, modifications, replacements, or renovations to capital assets that materially increase their value or useful life. The School Board's expectation for the District's capital asset management and accounting process is to ensure that the District's procedures are sufficiently formalized and implemented to allow for adequate financial reporting, as assessed by the District's auditors.

The Business Administrator and approved by the Superintendent, in consultation with the District's financial auditors, shall be responsible for establishing a written schedule of capitalization thresholds applicable to particular capital asset classes. The schedule shall be structured to capture at least 80% of the value of the District's total assets. The capitalization threshold established for single items within any of the asset classes shall not be less than \$25,000 including:

1. Computing devices, computer peripherals, and any instructional technology capital assets with an individual item value in excess of \$5,000 shall be capitalized.
2. When qualifying as capital assets, the following shall be capitalized in groups without regard to the acquisition cost of individual items within a group:
 - a. Furniture;

Commented [DR1]: May 2024, re-titled and completely replaced previous language to provide more detailed guidance related to requirements for reporting the value of certain assets in financial statements as required by Governmental Accounting Standards Board Statement 34 (GASB 34).

- b. Textbooks;
- c. Library books/library media acquisitions

Capital assets having an acquisition cost (or other relevant valuation) above the capitalization threshold of the applicable asset class shall be valued, inventoried, depreciated for financial accounting purposes when appropriate, and regularly tracked over time through the point of retirement, sale, or other disposition.

District procedures related to capital asset management shall also account for the appropriate identification, recording, and tracking of capital assets that are acquired using (1) federal funds, (2) capital borrowing, or (3) referendum funds that are subject to specific restrictions on use.

Nothing in this policy prevents the District from otherwise inventorying (recording, counting, and tracking) supplies, equipment, and other items that are not capitalized for financial reporting purposes. Further, the District shall appropriately inventory any such non-capitalized items if required by law or by the terms of any grant or contract.

District Policy History:

First reading: September 10, 2025
Second reading/adopted: October 8, 2025

District Revision History:

July 1998, March 2004

Legal	Description
GASB 54	Governmental Standards Board Statement 54 (GASB 54) Link effective as of 2024.4.4
Federal Regulations	Description
2 CFR Part 200	2 CFR Part 200
Cross References	
Code	Description

DAF

Administration of Federal Grant Funds

DN

Equipment and Supplies Sales

EHAG - USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Category Recommended - While these policies are not required by law, they are highly recommended for effective school board operations.

A. PURPOSE AND GENERAL POLICY STATEMENT

The School Board recognizes the potential that Generative Artificial Intelligence ("Generative AI") offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support dynamic education and working experiences.

The ultimate goal of this policy is to support learning, creativity, and innovation, all the while safeguarding student and employee data, academic integrity, and digital citizenship. The policy establishes the general guidelines for the responsible, ethical, and equitable selection and use of Generative AI in the District's educational and working environments, and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative AI.

The Board directs that the use of Generative AI in the educational and working environments shall be limited, as provided in this policy, to approved Generative AI tools or resources and approved purposes.

B. DEFINITIONS

"**Artificial Intelligence (AI)**" – means technology designed to mimic human intelligence and perform tasks requiring human-like intelligence, such as reasoning, learning, and decision-making, such as analyzing data, recognizing patterns and making decisions

"**Generative Artificial Intelligence (Generative AI)**" – is an advanced subset of AI that is capable of displaying human-like capabilities for cognitive tasks such as reasoning, learning, planning, and creativity. Generative AI tools and resources may adapt their behavior to a certain degree by analyzing the effects of previous actions and operating under varying and unpredictable circumstances without significant human oversight. As such, Generative AI tools and resources have the capacity to generate **new** content from learned data and pattern recognition across various mediums such as text, code, images, audio and video data. *The focus of this policy is Generative AI.*

"**Non-generative Artificial Intelligence**" means AI technology/applications which can analyze, classify, or make decisions based on existing data, *but, unlike Generative AI, is unable to create new content.*

"**AI Literacy**" means the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

"**AI-generated content**" refers to any text, image, audio, video, or code that is created in whole or in part by a Generative AI tool rather than being directly authored by a human.

Commented [DR1]: NHSBA Revision Notes: New policy: July 2025. This new policy has been added in response to requests by multiple districts. This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational and working environments and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative Artificial Intelligence.

"Generative AI tool" means a software application or platform that uses generative AI to create new content (e.g., text, images, music). The user interacts directly with the Generative AI tool (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate content based on prompts or inputs.

"Generative AI resource" means any material, guide, or support content that helps users understand, use, or teach about Generative AI tools. A Generative AI resource supports learning about or how to use generative AI tools (e.g., lesson plans on AI ethics, tutorials on using Generative AI, policy documents/videos, etc.), rather than generating content itself.

"Deepfake" means a video, audio, or any other media of a person in which their face, body, or voice has been digitally altered so that they appear to be someone else, they appear to be saying something that they have never said or to manipulate the actual statement to suggest a meaning that the original statement did not convey, or they appear to be doing something that they have never done.

C. APPROVAL OF GENERATIVE AI TOOLS AND RESOURCES

No Generative AI tool may be introduced into the District's computer and network systems without prior written approval from the Superintendent or designee. Prior to such approval, the Superintendent or designee will ensure that a Generative AI tool is (1) reviewed by personnel appropriate to the anticipated use of that Generative AI tool (e.g., Curriculum Coordinator, IT Director, Business Administrator, and (2) vetted and approved according to the provisions of Board policy EHAB and the District's Data Governance and Privacy Plan, and included in the District's Student Data Privacy Agreement Database.

When selecting and approving Generative AI tools and resources, the District will use the following as guiding principles:

1. Students and educators remain at the center of education;
2. Evidence-based AI technology can and should enhance the educational experience;
3. The District has a responsibility to ensure equitable access to and use of AI tools;
4. The District has a responsibility to protect student and employee data, and other confidential information (e.g., through using a "privacy-preserving AI interface" or "sandboxed AI deployment" rather than AI tools that are only "open-source");
5. The Board has a responsibility to use District resources efficiently; and
6. Effective, responsible and ethical use of Generative AI requires ongoing and meaningful training for students, educators and administrative personnel.

The District's technology protection measures, including content filters, shall be enforced during use of Generative AI tools or resources on District computers/devices and network resources.

The availability of access to Generative AI tools and resources provided to students and staff does not imply endorsement by the School Board or the District of a Generative AI tool or resource, nor does the District guarantee the accuracy of the information received from Generative AI tools or resources. The District shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource. The District shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the District's obligations under applicable law or regulations.

The District shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

D. GUIDELINES FOR TEACHERS

1. Teachers may only use generative AI tools that have been formally approved by the district or school.
2. Clearly communicate to students when and how AI tools are being used.
3. Ensure AI-generated content is age-appropriate and aligned with curriculum standards.
4. Avoid using AI to replace core instructional responsibilities unless explicitly approved.
5. Supervise student use and provide guidance on ethical and responsible use.
6. Participate in training on AI literacy and responsible classroom integration.

E. GUIDELINES FOR ADMINISTRATOR USE OF GENERATIVE AI

1. Ensure staff compliance with this policy.
2. Support the review and approval process.
3. Monitor the impact of AI tools on teaching and learning.
4. Inform parents and guardians about the use of generative AI in classrooms.
5. Maintain a public list of approved AI tools and their intended uses.
6. Ensure compliance with district data governance policies and applicable laws.

F. GUIDELINES FOR STUDENT USE OF GENERATIVE AI

1. Students may only use generative AI tools that have been reviewed and approved by the school or district.
2. Use must be directly tied to instructional goals.
3. Students must use AI tools ethically and honestly.
4. Clearly label or cite AI-generated content in assignments.
5. Follow teacher instructions regarding AI use.
6. Do not input personal or sensitive information into AI tools unless authorized.

G. EXAMPLES OF ACCEPTABLE USES OF GENERATIVE AI

1. Students.
 - a. Brainstorming ideas for essays or projects
 - b. Practicing writing or coding with AI feedback.
 - c. Exploring creative expression through AI-generated art or stories.
 - d. Using AI to summarize reading passages or generate quiz questions.

- e. Enhancing accessibility (g., text-to-speech or language translation).
- 2. Teachers.
 - a. Lesson planning, activities, or differentiated instructional strategies.
 - b. Assessment creation (quiz questions, writing prompts, or rubrics aligned with learning objectives).
 - c. Language support.
- 3. Administrators.
 - a. Drafting communications.
 - b. Policy summaries, and/or creation of policy aligned administrative regulations/procedures/forms.
 - c. Strategic planning.
 - d. Professional development and training.

H. PROHIBITED USES OF GENERATIVE AI

- 1. Using AI to complete assignments or work tasks without permission.
- 2. Submitting AI-generated work without proper attribution.
- 3. Generating or sharing inappropriate, violent, or discriminatory content.
- 4. Creating or spreading deepfakes or impersonations.
- 5. Using AI for cyberbullying or harassment.
- 6. Fabricating news, data, or sources.
- 7. Uploading or inputting any personal data or confidential information that is not solely owned by the person uploading/inputting.
- 8. Circumventing school filters or accessing restricted content.
- 9. Any other use that violates state or federal laws or regulations, Board policies, or any District, School or Teacher rules, regulations or procedures.

I. CONSEQUENCES FOR VIOLATIONS OR IMPROPER USE

Violations of this policy **can result in appropriate consequences as outlined in the student handbook and student code of conduct.**

J. CREATION, REVIEW AND MAINTENANCE OF DISTRICT GENERATIVE AI USE PLAN.

The Superintendent shall develop and maintain a Generative AI Use Plan that operationalizes this policy and provides clear guidance for implementation across the district. The Plan shall address and include:

- a. Procedures for ongoing review and approval of current and new Generative AI tools and resources;
- b. Specific acceptable use provisions for teachers, students and administrative personnel, age appropriate when necessary;

- c. Identification of methods of ensuring equitable access to Generative AI tools and resources;
- d. Provisions for improved and ongoing training in the responsible use of Generative AI;
- e. Dissemination of information regarding use of Generative AI in the District to students, parents, teachers and other appropriate groups;
- f. Integration of Generative AI information or provisions into the Districts Acceptable Use policies and agreements;
- g. [Other???]; and/or
- h. Provisions for obtaining stakeholder input (e.g., administrative committee(s), parent surveys/engagement, etc.).

The Superintendent in consultation with appropriate personnel (curriculum and building administrators, IT personnel, teacher representatives, shall review the District Use of Generative AI Plan annually. The then current Plan, and any recommendations for policy changes or required resources shall be reported to the School Board each year no later than November 1 so as to be included in the budget development cycle..

District Revision History:

First Reading: September 10, 2025 (New Policy)
Final Reading: October 8, 2025

NH Statutes	Description
RSA 189:65	<u>Definitions</u>
RSA 189:66	<u>Data Inventory and Policies Publication</u>
RSA 189:67	<u>Limits on Disclosure of Information</u>
RSA 189:68	<u>Student Privacy</u>
RSA 189:68-a	<u>Student Online Personal Information</u>

Federal Statutes	Description
15 U.S.C. §§ 6501-6506	<u>Children's Online Privacy Protection Act (COPPA)</u>
20 U.S.C. § 1232h	<u>Protection of Pupil Rights Amendment (PPRA)</u>

20 U.S.C. § 1400-1417

Individuals with Disabilities Education Act (IDEA)

20 U.S.C. §1232g

Family Educational Rights and Privacy Act (FERPA)

Cross References

Code	Description
EHAA	<u>Computer Security, E-Mail and Internet Communications</u>
EHAB	<u>Data Governance and Security</u>
JIC	<u>Student Conduct</u>
JICJ	<u>Unauthorized Communication Devices</u>
JICJ-R(1)	<u>Unauthorized Communication Devices - RESCINDED - Procedures for Handling Unauthorized Communication Devices</u>
JICK	<u>Pupil Safety and Violence Prevention</u>
JICK-R(1)	<u>Pupil Safety and Violence Prevention - Report Form</u>
JICK-R(2)	<u>Pupil Safety and Violence Prevention - Bullying Report Form</u>
JICK-R(3)	<u>Pupil Safety and Violence Prevention - School Board Notification of Bullying Report</u>
JICL	<u>School District Internet Access for Students</u>
JICL-R(1)	<u>School District Internet Access for Students - Acceptable Internet Use Procedures - Students</u>

**Appendix JICJ-R(1): Unauthorized Communication Devices -
RESCINDED - Procedures for Handling Unauthorized Communication
Devices**

Status: ADOPTED

Original Adopted Date: 02/01/2006 | Last Revised Date: 07/11/2025 | Last Reviewed Date:
07/11/2025

RESCINDED JULY 2025

As part of the 2025 Special Summer Policy Update, NHSBA rescinded sample JICJ-R(1). The amendment of RSA 189:1-a requiring a "bell-to-bell" cell phone ban, and the resulting policy changes conflicted with some of the information in this former sample regulation, and the remaining content was consolidated into the policy itself.

NHSBA suggests that boards retain a copy (hard copy or digital) of the last version of the district's approved policy in a separate location from current policies. It might be helpful to also retain a short statement in the current manual indicating the former policy was withdrawn by action of the board with a notation similar to the above. The notation should indicate the new policy in which the content appears.

Disciplinary Action

Any student who is in possession of, or uses an unauthorized beeper, portable cellular phone or similar portable communications device, may be suspended from school for up to two consecutive days by the superintendent or his/her designated representative. The superintendent or his/her designee will immediately notify the parent/guardian of the offense and disciplinary action. All such devices will be confiscated and turned over to the parent/guardian.

Authorization to Carry Portable Communications Devices

All beepers, portable cellular phones, and similar portable communications devices are unauthorized except as follows. The principal or principal's designee may authorize the carrying of portable communications device upon showing of good cause by a students' parent(s) or guardian(s). Any authorization, must and may specify conditions, including hours or allowed use. The student must carry the written authorization whenever s/he is in possession of the portable communications device. Failure to carry the written authorization shall result in the confiscation of the device but the student may avoid suspension by producing the written authorization. Abuse of an authorization is grounds for the revocation of the authorization. Any teacher or administrator may inspect the written authorization at any time.

Student Handbooks

Student handbooks shall include a rule prohibiting the use of beepers, Portable cellular phones, and other portable communications devices in School buildings pursuant to this regulation and policy JICJ.

Hinsdale School Board First Reading: 9/10/2025

**Appendix JICJ-R(1): Unauthorized Communication Devices -
RESCINDED - Procedures for Handling Unauthorized Communication
Devices**

Status: ADOPTED

Original Adopted Date: 02/01/2006 | Last Revised Date: 07/11/2025 | Last Reviewed Date:
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Hinsdale School Board First Reading: 9/10/2025

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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NH Statutes	Description
RSA 189:68	<u>Student Privacy</u>
RSA 189:68-a	<u>Student Online Personal Information</u>
RSA 189:70	<u>Educational Institution Policies on Social Media</u>
RSA 644:21	<u>Searches of Portable Electronic Devices</u>

Cross References

Code	Description
EHAB	<u>Data Governance and Security</u>
EHAG	<u>Use of Generative Artificial Intelligence</u>
JIC	<u>Student Conduct</u>
JICL	<u>School District Internet Access for Students</u>
JICL-R(1)	<u>School District Internet Access for Students - Acceptable Internet Use Procedures - Students</u>

BBA - SCHOOL BOARD MEMBER AUTHORITY

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The authority of individual Board members is limited to participating in actions taken by the Board as a whole when legally in session. Board members shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound in any way by any action taken or statement made by any individual Board member except when such statement or action is pursuant to specific instructions and official action taken by the Board. **deliberating and voting upon matters during duly noticed and convened meetings of a quorum of the full Board, or when – and only to the extent that – an individual member is given specific authority by action of the Board to act or speak on behalf of the Board or District.**

Accordingly, no Board member has power or authority to act or speak on behalf of the Board or District, unless and only to the specific extent that the Board has granted such authority. Even when such authority is given, the authority is limited to (a) the specific action and instructions of the Board, and (b) to matters that are within the Board's own authority (e.g., the Board may not give authority to an individual member to supervise or direct the work of District employees).

Board members wishing to speak (whether orally, on social media, or otherwise) outside of Board or Board committee meetings on matters within the Board/committee's supervision, control, jurisdiction, or advisory power, or other School District matters should make clear that the Board member is speaking/communicating in an individual capacity only.

An individual Board member, including the Chairperson, has power only when the Board by vote, has delegated authority to them. No legal action can be taken except at a duly warned meeting of the Board and by quorum acting as a unit. The decisions of the Board shall be binding until rescinded by the Board at a duly called regular or special meeting.

Each Board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision making for each agenda item. Each agenda will provide an opportunity for Board members to comment on District activities and/or educational issues. These comments may become topics for future Board discussions.

Board members may occasionally serve on committees or organizations for the purpose of reciprocal communication and reporting back to the Board. Committee assignments will be made by the Chairperson with Board approval.

Each member is obligated to attend Board meetings regularly. Whenever possible, each Board member shall give advance notice to the Chairperson or Superintendent of his/her inability to attend a Board meeting.

Commented [1]: Revised - June 2025, revised completely to remove redundancies and in places mild conflicts with other sample policies, change language to better reflect New Hampshire parlance relating to meetings, and to make clear the limitations on individual board member authority, especially with respect to communications (important to limiting the potential individual member liability for First Amendment violations, see United States Supreme Court's decision in *Lindke v. Freed*, 601 U.S. 187 (2024)).

Legal references:

RSA 91-A: 2, Meetings Open to Public

RSA 91-A: 2-a, Communication Outside Meetings

N.H. Code of Administrative Rules-Section Ed. 303.01, Substantive Duties of School Boards

Appendix: BBA-R

Revised: **October 8, 2025**

Revised: April 2011

Revised: July 1998, November 1999, February 2004

First Reading of the Hinsdale School Board 01-11-12

Final Reading of the Hinsdale School Board 02-15-12

BBA-R

SCHOOL BOARD POWERS AND DUTIES

PART Ed 303 DUTIES OF SCHOOL BOARDS

Ed 303.01 Substantive Duties . Each school board shall:

- (a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out the provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board;
- (b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy;
- (c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law;
- (d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules;
- (e) Prepare an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules;
- (f) Hold meetings for the transaction of business at least once in 2 months and require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A;
- (g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation;
- (h) Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board;
- (i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards;
- (j) Establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all those who must comply, which includes, at a minimum, the elements specified below:

Commented [1]: Rescinded Summer 2025 - this policy is simply the NH Ed 303.01 regulation and is no longer needed. The regulations used to be very difficult to access however, now they are easily retrieved.

- (1) A statement that sexual harassment is against the law and against school district policy;
 - (2) A definition of sexual harassment with examples of actions that might constitute sexual harassment;
 - (3) The names and roles of all persons involved in implementing the procedures;
 - (4) A description of the process so all parties know what to expect, including time frames and deadlines for investigation and resolution of complaints;
 - (5) A prohibition against retaliation toward anyone involved in a complaint;
 - (6) A description of possible penalties including termination;
 - (7) A requirement that a written factual report be produced regardless of the outcome of the investigation;
 - (8) At least one level of appeal of the investigators recommendation;
 - (9) A clear statement that someone can bypass the internal process and proceed directly to the New Hampshire commission on human rights, with address and phone number, or office of civil rights, with address and phone number; and
- (k) Annually evaluate the superintendent based on written criteria established by the school board (s)/SAU board.

See Policy BBA

Rescinded: October 8, 2025

EBCH - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

Category: **Required**

- A. **Purpose.** The Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for managing hazardous substances on District property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and or stored on District property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and groundskeeping, or custodial services.

"Hazardous substances" as used in this Policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive, or toxic.

- B. **Plan Preparation and Contents.** The Board directs the Superintendent or designee, in consultation with the facilities director, science teachers, and food service director to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations which pertain to the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and may include a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
2. General provisions outlining response Hazardous Substance Emergencies, with such items as responsible personnel, required resources, decision making ladders, message-specific templates, parental notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board policy EBCA;
3. Special provisions for specific substances, e.g., and as pertinent:
 - a. Criteria for acquisition
 - b. Storage
 - c. Use
 - d. Disposal

Commented [1]: NHSBA revision history: June 2025, revised policy to reflect the requirement embedded in the Chemical Hygiene Plan template for an annual audit. September 30, 2024, NHSBA created this new sample policy (a) to satisfy a requirement in NH Ed 320.02(b)(3) that districts have a policy to minimize the use of toxic chemicals, and provisions prohibiting employees from bringing their own cleaning products or pesticides into school buildings, and (b) to include information regarding the requirement under Ed 320.02(b)(8) that districts create a chemical hygiene plan with elements as described in that section of Ed 320.02. The Upper Valley Lake Sunapee Regional Planning Commission has graciously made available a sample Chemical Hygiene Plan template for districts to use in preparing their own plans.

EBCH - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

- e. Incident prevention
- f. Special provisions relative to accidental release or other emergency;
- 4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto District property without prior approval from the administration;
- 5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto District property;
- 6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
- 7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and by whom training syllabi are established; Additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
- 8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
- 9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable Student Code of Conduct at each school ;
- 10. Protocols for reporting general non-emergency concerns regarding hazardous substances on District property; and
- 11. A requirement for an annual chemical hygiene plan audit and report.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

- C. **Prohibition of Introduction of Cleaning Products or Pesticides by School Staff.** No employee or designated volunteer may bring any cleaning products or pesticides onto District property without prior approval of the school administration, or as specifically provided in the Plan.
- D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan, the annual audit reports required under B.11 above, and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. The Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Recommendations requiring Board policy changes should be brought to the Policy Committee and School Board as soon as reasonably practicable.

EBCH-E(1) - CHEMICAL HYGIENE PLAN

Category Priority/Required by Law -The subject matter of these policies is required by state and or federal law.

In 1990 the Federal Occupational Safety & Health Administration (OSHA) established regulation 29 CFR 1910.1450, *Occupational Exposures to Hazardous Chemicals in Laboratories*, otherwise known as The Laboratory Standard. The New Hampshire Department of Education adopted Administrative Rule Ed 320 in October 2023 which requires a Chemical Hygiene Plan that identifies at a minimum:

- a. That all chemicals shall be properly stored and labeled;
- b. That all flammables shall be stored in a manner that meets NFPA 30: Flammable and Combustible Liquids Code;
- c. That all acids shall be stored in a cabinet constructed from corrosion-resistant materials;
- d. That all rooms and storage areas with chemicals shall have proper ventilation;
- e. That all chemical hoods used in science experiments shall be maintained in accordance with manufacturers' recommendations;
- f. That all chemicals shall be properly managed and disposed of; and
- g. That all safety data sheets, identified by Occupational Safety and Health Administration 29 CFR 1910.1200(g), are on file at the school in accordance with 29 CFR 1910.1200

The Administrative Rule includes language for "all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used." (Ed 320.02(b)(6)) It also includes language for a facility maintenance plan addressing custodial training, integrated pest management plan, a healthy indoor quality plan. (Ed 320.02(b)(2)) This plan will include all departments having chemicals: art, automotive, biology, chemistry, custodial, industrial arts.

The NH Department of Labor adopted and enforces this legislation for public-sector workplaces.

The legislation requires all employers with science laboratories that meet the requirements of the standard to develop a Chemical Hygiene Plan. The Plan details how each employee will be protected from overexposure to hazardous chemicals and describes specific work practices and procedures in the laboratory to minimize employee risk. Science laboratories are defined as areas where small quantities of chemicals are used on a non-production basis, multiple chemical manipulations or chemicals are used, protective practices and equipment are available and used to protect lab personnel, and work with substances in which the containers used are designed to be easily and safely manipulated by one person.

The Laboratory Standard supersedes other standards within 29 CFR, including the Hazard Communication Standard and the substance specific standards (with the exception of certain elements). Students are not considered employees under this law, but prudence dictates that they should be expected to comply with all practices and procedures.

A Chemical Hygiene Plan reflects a school's chemical hygiene program, which is an ongoing, dynamic effort, not a one-time event. The sample plan below incorporates both requirements

and recommendations for complying with the Laboratory Standard and ensuring a safe working and learning environment in science laboratories. Administrators who think that specific measures do not apply in their situations, should refer to the Standard to determine if law requires such measures.

Some relevant New Hampshire Department of Environmental Services and New Hampshire Department of Education regulations are referenced in the sample plan.

To prepare your plan, follow these steps:

1. Read the OSHA Laboratory Standard, 29 CFR 1910.1450. (www.osha.gov)
2. Develop a policy statement, expressing the school or school district's commitment to lab safety.
3. Follow the sample program in order, adding information specific to your school. Review the related sections of the Standard, including Appendix A, as you work on each major program section.

The information contained in this sample program is not considered a substitute for any provisions of any OSHA or other law or regulation. Use of this sample program does not guarantee compliance with applicable standards. We suggest that a qualified person review your final program.

Chemical Hygiene Plan for SAU 92 Hinsdale School District

The Hinsdale School District has made a commitment to provide a safe environment. All personnel have a right to know about health hazards associated with their work. So that personnel can make knowledgeable decisions regarding personal risks, the Laboratory Chemical Hygiene Plan includes policies, procedures, and responsibilities designed to develop an awareness of potentially hazardous conditions or chemicals in the laboratory and to train personnel in appropriate safe working conditions.

It is important that employers assume responsibility for work site safety. All employees will have access to pertinent safety information through their supervisory staff. The people who work in any given environment are often best able to detect potential hazards in either the facility or work procedures. When safety concerns arise, employees are encouraged to contact their supervisor.

This program is for the benefit and protection of all who use the school facility. It contains information on potential chemical hazards and how they should be handled.

Signed:

Superintendent: _____

Printed Name: _____ Date: _____

Chemical Safety Officer: _____

Printed Name: _____ Date: _____

Building Principal: _____

Printed Name: _____ Date: _____

I. Responsibilities

Specific to this Chemical Hygiene Plan for _____ School, employees (teachers, staff), administrators (superintendent, principal), and students all have responsibilities to conform to this standard. The senior administrative officer, _____ (*person or position*) is ultimately responsible for chemical hygiene within the institution and must, with other administrators, provide continuing support for institutional chemical hygiene. 29 CFR 1910.1450 (e)(3)(vii) and Appendix A (B).

A. Administration Responsibilities

- a. Appoint a Chemical Hygiene Officer from within the school system. The Chemical Hygiene Officer is _____.
- b. Implement a Chemical Hygiene Plan conforming to the OSHA Lab Standard (29 CFR 1910.1450).
- c. Ensure that employees receive training regarding the Chemical Hygiene Plan. 4. Allocate staff time for regular, formal chemical hygiene and housekeeping inspections, including routine inspections of emergency equipment and an annual chemical inventory.
- d. Maintain a record of all chemical exposures and provide employee access to these records as well as any medical records. Ensure confidentiality of all personnel records.
- e. Provide resources to ensure that facilities and equipment align with requirements of the Plan.
- f. Phase out mercury in the school and/or school district, per Department of Environmental Protection regulations.
- g. Ensure that the local Fire Department receives a copy of the annual chemical inventory.
- h. List additional administrative responsibilities for lab safety:

B. Chemical Hygiene Officer Responsibilities

- a. Work with the administration and science department staff to develop and implement appropriate chemical hygiene policies and practices.
- b. Monitor procurement, use and disposal of chemicals in the lab, including determining that facilities and training provided are adequate for the chemicals in use.
- c. Perform regular safety audits.
- d. Maintain Safety Data Sheets (SDS) for science laboratory chemicals. 5. Oversee annual chemical inventory. Provide a copy of the current chemical inventory to the front office and local first responders.
- e. Maintain current knowledge of legal regulations regarding laboratory and chemical safety.
- f. Coordinate annual review of the Chemical Hygiene Plan (CHP) by science staff.
- g. 8. Coordinate annual hazardous waste disposal for science department.
- h. Oversee maintenance of appropriate spill kit and materials.

- i. Maintain communication with administration regarding the CHP.
- 11. Provide training to colleagues, including administrators, teachers, and facilities staff.
- j. Submit budget for maintenance of lab equipment and inspections.
- k. Additional responsibilities of Chemical Hygiene Officer in this school:

C. Teacher Responsibilities

- a. Plan and conduct each laboratory operation in accordance with the Chemical Hygiene Plan and safe work practices.
- b. Develop and model good personal chemical hygiene habits.
- c. Align curriculum with Chemical Hygiene Plan. Ensure that students meet their lab safety responsibilities. Prohibit unsupervised work by students.
- 4. Participate in chemical inventories.
- d. Plan and conduct each laboratory exercise with the least toxic materials. Obtain and review SDS prior to requesting new chemical.
- e. Annually submit a list of experiments and materials needed to the Chemical Hygiene Officer (CHO).
- f. Label, use, and dispose of each chemical as required.
- g. Maintain laboratory safety equipment.
- h. Maintain spill kits that are consistent with type and amount of chemicals used.
- i. Maintain communication with Chemical Hygiene Officer.
- j. Additional lab safety responsibilities for teachers at this school

D. Student Responsibilities

- a. Understand the experimental procedure before starting to work in the laboratory.
- b. Become familiar with the properties and hazards of the chemicals in use.
- c. Obey all safety rules and regulations. Wear appropriate personal protective equipment as instructed.
- d. Clean personal work area immediately after use. Obey good housekeeping practices.
- e. Do not engage in inappropriate behavior (*i.e.* no horseplay).
- f. Conduct only the experiments assigned by the instructor. Never perform unauthorized or unsupervised experiments.
- g. Never remove chemicals from the laboratory.
- h. Never work in the laboratory unless authorized to do so. Never work alone in the laboratory.
- i. Report chemical spills and accidents to teacher immediately.
- j. List additional lab safety responsibilities for students at this school

E. Custodian Responsibilities

- a. Understand and follow chemical and hazardous waste management regulations and best practices.
- b. Clean science laboratories and storage areas with caution.
- c. Report chemical spills to CHO and/or administrator. Do not clean up spills without proper training.
- d. List additional lab safety responsibilities for facilities staff at this school:

II. Basic Safety Rules and Procedures

"The Chemical Hygiene Plan shall include...standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals." 29 CFR 1910.1450(e)(3)(i)

Adhere to the intent and procedures of this CHP.

1. Know the safety equipment. Users of the science labs must know:
 - a. The location of eyewash fountains, safety showers, fire blankets, fire extinguishers, first aid kits, and emergency exits;
 - b. How to respond in case of an emergency; and
 - c. How to use the safety equipment. Those expected to use the equipment (e.g. fire extinguishers) must receive proper training.
2. Know the hazards of the materials being used. Read labels carefully to make sure you are using the right chemical. Know how to interpret information from a Safety Data Sheet.
3. No horseplay, games, or pranks in the laboratory.
4. Dispose of all waste materials according to instructions. Follow local, state, and federal disposal requirements.
5. Report any accidents or unsafe conditions to _____ (*person or position*) immediately.
6. Assume any chemical mixture is more toxic than its most toxic component. Substances of unknown toxicity will be assumed to be toxic. Do not underestimate the risk of any chemicals.
7. Do not eat, drink, or apply cosmetics in the laboratory.
8. Do not taste any chemical. Do not smell chemicals directly.
9. Do not pipette solutions by mouth.
10. Wash hands with soap and water before leaving the laboratory, even if you have been wearing gloves.
11. Promptly flush exposed skin with water. Drench showers are located _____
12. See also **Housekeeping** section of this CHP.

13. Additional basic safety rules and procedures for this school:

III. Chemical Procurement (29 CFR 1910.1450)

Before a chemical is procured, proper handling, storage and disposal methods must be known to those responsible.

1. Purchase the smallest possible amounts of chemical to be used. Whenever practical, chemicals should be purchased as pre-diluted solutions to minimize mixing and the chance for improper labeling and storage.
2. Do not accept a container without an adequate label and safety data sheet.
3. The _____ (*school name*) will follow a purchasing policy and procedures to minimize large quantities of chemicals and/or extremely hazardous chemicals from entering the school.
4. No chemical will be purchased in quantities greater than a two-year supply.
5. Requests for procurement of new chemicals will be made through _____ (*person or position*). Any concerns about the safety of a requested chemical should be brought to the attention of the Chemical Hygiene Officer or _____ (*person or position*).
6. All chemicals will be received _____ (*location – preferably central location*) by _____ (*person or position*).
7. (Choose one of the following options.)

The school will not accept donations of chemicals from outside sources.

OR

The school will not accept donations of chemicals from outside sources without review by the CHO to insure that the material is a) needed by the school; b) useful to the school as donated; c) a quantity no greater than a two-year supply; and d) is not a hazardous waste at the donating organization. The school will follow New Hampshire's Hazardous Waste Management Rules, CHAPTER Env Hw 100 for applicable exclusions and procedures for transfer.

IV. Control Measures

"The Chemical Hygiene Plan shall include... criteria that the employer will use to determine and implement control measures to reduce employee exposure to hazardous chemicals including engineering controls, the use of personal protective equipment and hygiene practices..." 29 CFR 1910.1450(e)(3)(ii).

A. Engineering Controls

Engineering controls are the preferred methods of minimizing exposure to chemicals. Controls must be maintained in proper working order. Engineering controls must not be modified unless testing indicates the changes will not reduce protection. Report improper functioning of engineering controls to the Chemical Hygiene Officer immediately.

1. Laboratory Hoods – will be used for all chemical procedures involving volatile substances with a permissible exposure limit (PEL) less than 50 ppm. Work practices for hoods:
 - a. Keep sash closed when not working in the hood. When working in the hood, keep sash height as low as possible.
 - b. Do not store chemicals inside the hood.
 - c. Do not use hood for disposal of volatile chemicals.
 - d. Minimize interference with the inward flow of air into the hood.
 - e. Maintain face velocity between 75 and 150 feet per minute. At this school _____ (person or position) is responsible for monitoring the hood and keeping records.
 - f. Fume hoods must be functioning properly
 - g. Ensure fume hoods are tested per manufacturer's recommendations. The Department of Labor prefers fume hoods to be tested annually
2. Storage cabinets for flammable and hazardous chemicals will be provided and ventilated as needed in compliance with state and federal regulations. The flammable cabinet will be either direct vented to the outside or not vented with gongs left in place.
3. All acids will be stored in an acid cabinet.
4. A general ventilation system will be maintained for each lab with air intakes and exhausts located so as to avoid intake of contaminated air.
5. Additional engineering controls used in this school's science labs include:

6. Fire extinguishers must be inspected monthly by internal personnel, and annually by a licensed professional.
7. Safety equipment to include eyewash stations and emergency showers must be inspected on a regular basis.

B. Protective Clothing and Equipment

Clothing worn in the laboratory should offer protection from splashes and spills, should be easily removable in case of an accident, and should be fire resistant.

1. Conduct a personal protective equipment (PPE) hazard assessment to determine appropriate PPE for conditions, equipment and chemicals being used. List activities requiring PPE and type of PPE required:

Certification of Hazard Assessment

Work Area Assessment Conducted By: _____ Date _____

Personal Protective Equipment - Hazard Analysis – By Task

Task	Hazard	PPE Required	Notes

2. Students and staff will wear appropriate PPE to avoid chemical exposure.
 - a. Wear eye protection during chemical transfer and handling.
 - b. Do not wear sandals, perforated shoes, or bare feet in labs.
 - c. Shorts and skirts will not be worn unless a disposable apron is worn.
 - d. Gloves appropriate to the materials and task will be provided. All gloves have a breakthrough time. The teacher will check manufacturer's recommendations.
3. The school will provide required PPE for all employees at no cost.
4. School policy on providing PPE for students:

5. The user must inspect PPE before each use. Defective personal protective equipment will not be used and will be reported to the CHO by the teacher.

6. Each science laboratory will have
 - a. An easily accessible drench-type safety shower;
 - b. An eyewash fountain; and
 - c. An ABC fire extinguisher.
 - d. Other safety equipment at this school:

7. Fire alarms and emergency telephone are located near each lab, at _____ (locations).
8. Conduct work with toxic chemicals in a fume/vapor hood. Confirm

hood performance before use.

9. Additional protective clothing and equipment practices at this school:

C. Housekeeping

Each instructor is responsible for keeping his or her workspace clean and is jointly responsible for common laboratory areas.

1. Keep unobstructed access to emergency equipment such as showers, eyewash, fire extinguishers, fire blankets, and emergency exits.
2. Keep work areas clean and uncluttered, with chemicals and equipment properly labeled and stored. Clean the work area at the end of each operation or each day. Make sure all gas and water outlets are completely shut off. Return all items used in the experiment to their proper storage location.
3. Dispose chemical wastes according to Department of Environmental Services hazardous waste or solid waste rules (Scroll to chapters 850 and 851.), or, call the DEP directly.
4. Secure gas cylinders.
5. Clean up any spills on the floor or bench immediately.
6. Additional housekeeping rules for chemical labs in this school:

D. Hazardous Material Handling and Storage

Follow all federal, state and local regulations for material handling and storage and waste disposal.

1. Chemicals will be stored in Room(s) _____ (location).
_____ (person or position) will oversee the chemical storage room(s).
2. All used chemicals and hazardous waste will be stored in Room _____ (location).
3. All chemicals in the stockroom should be stored according to chemical compatibility. Chemicals will be segregated by hazard classification and compatibility in a well-identified area with local exhaust ventilation.
4. Use appropriate shelving or cabinets. If metal clips are used to hold shelves, they should be inspected for corrosion and replaced as necessary.
5. Store flammable liquids in approved fire cabinets. Where possible, vent flammable cabinets to the outdoors. If not possible to vent to the outdoors, do not vent the cabinet at all (leave the bungs in place).
6. Do not store chemicals on the floor (except gas cylinders) or above eye level.

7. Gas cylinders should be properly secured, segregated according to compatibility, and stored upright and away from heat sources.
8. Restrict access to chemical storage areas through signage and secure locks. No student or unauthorized faculty should be allowed in storage area unsupervised.
9. Make sure shelves holding containers are secure. Attach anti-roll lips on shelves to prevent chemicals from falling.
10. When opening newly received chemicals, immediately read the warning label to be aware of any special storage precautions like refrigeration or inert atmosphere storage.
11. Storage of chemicals is not allowed at the lab bench or areas outside the designated chemical storage room, such as in aisles, stairwells or hallways or on desks or floors.
12. Maintain a complete inventory of chemicals in the chemical storage room. Inventory science chemicals at least annually. File the annual inventory with the _____ (*name of local fire department or emergency response*).
13. Any chemicals identified during the inventory as expired, outdated, unlabeled, unknown, or unwanted must be listed for disposal. See **Waste Disposal** section.
14. Mark the acquisition dates on all peroxide forming chemicals and test them for peroxides or dispose of them after six months.
15. Provide spill cleanup supplies (absorbents, neutralizers) in any room used for chemical storage or use.
16. Exhaust air from the stockroom should be ducted directly to the outside. At this school, _____ (*person or position*) is responsible for ensuring that the exhaust air is properly ducted.
17. Use refrigerators of explosion-proof, or explosion safe design only. Standard refrigerators that have not been converted should never be used to store flammable chemicals; a spark from a light bulb may ignite flammable vapors. Do not store food in the refrigerator.
18. Chemicals should be dated upon receipt, dated to be disposed where appropriate, and dated when opened (e.g., peroxides, anhydrous ethers, sodium nitrites, etc.).
19. Chemical containers should be periodically checked for rust, corrosion, and leakage.
20. Chemical labels should state the name of the chemical, be firmly attached to the container, list hazards, and name responsible party (manufacturer).
21. Chemical labels must be readable and free from chemical encrustation.
22. Maintain clear access to and from the storage areas. Where possible, two separate exits shall be provided in chemical storage areas.
23. Highly toxic chemicals (LD 50 50 mg/kg) whose containers have been opened will be stored in secondary containers.
24. _____ (*person or position*) will examine stored chemicals at least _____ (*frequency*) for container integrity.
25. Additional procedures for chemical handling and storage at this school include:

E. Inspections

1. _____ (person or position) is responsible for activating safety showers and eyewash fountains _____ (frequency) to flush the lines and to verify proper operation.
2. _____ (person or position) is responsible for assuring that fume hoods are monitored quarterly to ensure adequate airflow (75-125 linear feet per minute). [SafetyWorks! can conduct monitoring at no cost.]
3. _____ (person or position) is responsible for making sure fire extinguishers are the correct type (ABC), at recommended pressure, are easily accessible, and are inspected monthly. Fire extinguishers should be securely mounted on the wall and a sign indicating their location posted above the fire extinguisher.
4. Users should inspect personal protective equipment prior to each use.
5. In addition to daily walk-through inspections, _____ (person or position) is responsible for conducting safety inspections in each lab _____ (frequency) to monitor housekeeping and to make sure safety equipment is working.
6. Keep records of inspections in a form similar to the following, or directly on the inspection tag on each fire extinguisher:

Inspection description	Date Inspected	Inspected by

7. Additional inspection procedures at this school include:

V. Medical Program

"The Chemical Hygiene Plan shall include provisions for medical consultation and medical examinations in accordance with paragraph (g) of this section." 29 CFR 1910.1450(e)(3)(vi) and (g).

A. Medical Consultation and Examination

When employees or supervisors suspect that an employee has been exposed to a hazardous chemical to a degree and in a manner that might cause harm to the victim, the victim is entitled to a medical consultation and examination without cost or loss of pay to the employee. Medical records shall be retained according to state and federal laws in accordance with 29 CFR 1910.1020. The events and circumstances that might result in overexposure to a chemical are:

1. A hazardous chemical leaked, was spilled, or otherwise released in an uncontrolled manner.
2. A hazardous chemical was spilled on the skin or splashed in the eye.
3. A person displays signs or symptoms that might indicate overexposure to a hazardous chemical including but not limited to rash, headache, nausea, coughing, tearing, irritation or redness of eyes, irritation of nose or throat, dizziness, loss of motor dexterity or judgment.
4. This school has arranged for _____ (*name of healthcare organization*) to provide medical consultations/examinations in the event of chemical exposure:

B. Exposure Assessment

1. All chemical exposure incidents shall be documented on an accident report form (attach sample form to this plan), along with any action taken. If no further action is taken, the reason for that decision should be included. In this school _____ (*person or position*) is responsible for investigating chemical exposure incidents.
2. Method for investigating exposure incidents at this school:
3. _____

C. First Aid

1. Personnel trained in first aid should be available during work hours. The following have received first aid training and are expected to render first aid: (*list persons or positions*)

2. The closest emergency room with medical personnel is _____ (*name and address*).

VI. Signs and Labels (29 CFR 1910.1450)

The following signs and/or labels should be posted prominently in the laboratory:

1. Emergency telephone numbers of emergency personnel, emergency facilities, administration, and the laboratory instructor.

Rescue: _____

Fire: _____

Hospital: _____

Poison Control: _____

Administration: _____

Lab Instructor: _____

Department of Public Safety: 1-800-452-4664

2. Labels on all chemicals and other containers indicating the contents (including waste receptacles) and associated hazards.
3. Location of exits, safety showers, eyewash station, fire extinguisher, fire blanket, and other safety equipment.
4. Label all laboratory refrigerators "NO FOOD STORAGE ALLOWED".
5. Warnings at areas or equipment where special or unusual hazards exist.
6. Additional labeling at this school includes:

VII. Spills and Accidents (29 CFR 1910.1450 Appendix A (D)(9))

1. In the event of a spill, staff must contact the CHO or _____ (*other authorized persons*) **before beginning cleanup** who will assess the nature of the spill using the School's Emergency Response Plan to determine appropriate response. The Emergency Response Plan for this school is located at _____ (*location*).
2. The responsible staff will evacuate all persons from the spill or accident area until certain that the spill is not hazardous to people in the general area.
3. _____ (*person or position*) is responsible for writing the accident report. _____ (*person or position*) will maintain accident records.
4. Each student, teacher and staff member must know immediately what to do and where to go in case of any emergency.
5. At this school _____ (*person or position*) is responsible for promptly addressing the needs of people who may have been exposed.
6. The CHO or _____ (*other authorized persons*) must report the spill to the Department of Public Safety (1-800-452-4664).
7. All waste generated from a chemical spill will be treated as hazardous waste.
8. Custodians and faculty cannot respond to chemical spills unless appropriate training and equipment has been provided. List of people trained to conduct spill response at this school, and date training was conducted:

Employees trained in spill response	Date trained

9. Additional spill/accident procedures at this school:

VIII. Waste Disposal

"Aim: To assure that minimal harm to people, other organisms, and the environment will result from the disposal, of waste laboratory chemicals." (29 CFR 1910.1450)

More information can be found from the US EPA at <https://www.epa.gov/schools/toolkit/safe-chemical-management-k-12-schools>

Environmental regulations also govern chemical waste disposal. Go to Env-HW 500 at <https://www.des.nh.gov/rules-and-regulatory/administrative-rules?keys=envhw> or call NH DES directly at 1-866-HAZWAST

1. Prior to the start of each semester, _____ (*persons or positions*) will complete an inventory of stored chemical wastes (including virgin chemical stock identified as waste) and submit it to the CHO.
2. The CHO or _____ (*other designated person or position*) will coordinate hazardous waste disposal. Waste will be collected for disposal at least _____ (*frequency*).
3. Indiscriminate disposal by pouring waste down the drain or adding them to the general trash is unacceptable. It is not permissible to neutralize quantities of > 500 milliliters of corrosive hazardous waste or evaporate, distill, filter, or burn other waste chemicals.
4. If large quantities of hazardous chemical wastes are being stored or if a container is full, a hazardous waste pick-up should be scheduled by the CHO within 180 days of the container becoming full.
5. The CHO or _____ (*specify other*) is responsible for all hazardous waste manifests and associated paperwork.
6. No waste pick-ups will be scheduled during regular school hours.
7. All chemical wastes destined for hazardous waste disposal must be stored in the designated, signed hazardous waste storage area, Room _____, in appropriate DOT approved shipping containers and segregated for compatibility. All containers must have the following information on the label:
 - o "Hazardous Waste"
 - o The chemical contents,
 - o The date that waste was first put in and
 - o The date the container was filled.
 - o In this school, waste is collected, segregated, stored, transported and disposed of as follows (or attach waste disposal plan.):

8. When a hazardous waste pick-up is needed, this school will contact _____ (company name) at _____ (phone number) to transport and dispose of hazardous waste.

NOTE: Most schools are usually considered Small Quantity Generators by the Department of Environmental Services. Schools that do not know their regulator status should check with DES. This school is on a (select one) *septic system* or *municipal sewer system*.

If on a septic system:

No liquid chemicals, other than appropriate cleaning chemicals, will be disposed of down the drain. Non-hazardous liquid chemicals may be solidified for solid waste disposal (i.e. put in the trash). Custodians must be notified of any chemical put in the trash for disposal. Hazardous waste must not be disposed of down the drain or in the trash. Hazardous waste must be disposed of by a licensed hazardous waste transporter at a facility licensed to accept hazardous waste.

If on a municipal sewer system:

Non-hazardous liquid may be disposed of down the drain with the permission of the _____ sewer district (contact name and phone number _____). Corrosive hazardous waste, which is hazardous only due to pH (i.e. no contaminants of heavy metals, solvents, etc.), and which is less than 500 milliliters in quantity, may be neutralized to a non-hazardous waste prior to disposal. Non-hazardous liquid chemicals may also be solidified for solid waste disposal (i.e. put in the trash). Custodians must be notified of any chemical put in the trash for disposal.

IX. Information and Training

1. All employees will be trained on the hazards of the chemicals in the laboratory and how to work safely with them. They will receive training at the time of employment and prior to assignments involving new exposure situations.
2. Teachers are responsible for teaching students about hazards and safe practices.
3. _____ (person or position) is responsible for ensuring that employees receive information and training to ensure they are aware of the hazards of chemicals that are present in their work area. This training must include the following:
 - a. The contents OSHA Lab Standard and appendices
 - b. Location and availability of Chemical Hygiene Plan, chemical safety reference materials, including Safety Data Sheets and the Permissible Exposure Limits for OSHA regulated substances. In this school:
 - i. The Chemical Hygiene Plan is kept _____ (location).
 - ii. Safety Data Sheets are kept _____ (location).

- iii. Additional safety information is located _____ (*location*).
- c. Signs and symptoms associated with exposure to hazardous chemicals.
- d. Methods and observations that may be used to detect the presence or release of a hazardous chemical (visible appearance, odor, monitoring equipment, etc.).
- e. Knowledge of the hierarchy of protective measures such as engineering controls, work practices, personal protective equipment, and emergency procedures to protect workers from overexposure to hazardous chemicals.
- f. Emergency procedures to be used in case of a spill or exposure, including clean-up methods and equipment needed.
- g. Use of fire extinguishers and other emergency equipment.

- X. **Annual Chemical Hygiene Plan Audit** (29 CFR 1910.1450 (e)(4))
_____ (*person or position*) will conduct an audit of all phases of the Chemical Hygiene Plan each year. He or she will provide audit results to _____ (*people or positions*), who are responsible for taking corrective action.

Legal References:

29 CFR 1910.1450

NH Ed 320.02(b)(3), Ed 320.02(b)(8)

Appendix EBCH- E(1) Chemical Hygiene Plan Template

New Policy: November 2024

District Policy History:

Revision History: for 11.18.24 policy committee.

First reading: 12/11/2024

Final reading: 1/8/2025

IHBH - EXTENDED LEARNING OPPORTUNITIES

***Category Recommended**—While these policies are not required by law, they are highly recommended for effective school board operations*

Category: Required for high schools, required for middle schools that choose to offer ELOs, optional for elementary schools

See also IHBI, IKF, IMBA, and IMBC

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of *Policy IMBC, Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through extended learning opportunities.

"Extended learning opportunities" (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study outside the classroom. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, summer activities, or other opportunities approved as provided below, and in accordance with applicable Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning,

Commented [1]: NHSBA revision notes: Revised - June 2025, Sample IHBH was substantially revised to correspond to changes in the applicable 306 rules. Of those changes, perhaps the most significant is that (a) offering ELOs is now mandatory for high schools, and (b) many of the ELO requirements extend to middle schools which choose to offer ELOs. NOTE, however, that high schools that have 7th or 8th grades are required to offer ELOs to the 7th and 8th grade students as well, assuming that there are not appropriate age requirements for a specific ELO. See expanded adoption notes within the headnotes of sample IHBH. New policy - July 2005

this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Credit is earned when students achieve the State or District competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through demonstration of competencies, or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes.

If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of **Policy IK** will apply.

Roles and Responsibilities

All programs **areas** of study **in the program** must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. ~~All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.~~ All learning opportunities approved as an ELO shall have specific instructional objectives aligned with the State minimum standards and/or District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue ~~programs of study under these guidelines~~ a specific learning opportunity must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the Guidance Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork, **and will work with a certified teacher or curriculum coordinator to determine the competencies and potential credits that may be earned through the ELO.**

The Principal will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The Principal will review and determine **what** credits ~~that will~~ **can** be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the

district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their School Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance School Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning

Opportunities

NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities – Middle School

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

Appendix IHBH-R

Revision History

Revised: October 8, 2025

Revised: May 2008

Revised: October 2005, August 2006

New Policy: July 2005

IHBI- ALTERNATIVE LEARNING

Category Priority *The subject matter of these policies is required by state and/or federal law.*

Category: *Required for high schools, required for middle schools that choose to offer ELOs, not applicable to districts with only elementary schools*

See also IHBH, IKF, IMBA & IMBC

A. Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and include delivery of learning opportunities through individualization, personalization and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of studies than otherwise offered by the District. The District, through its teachers, administrators, and school counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program.

Alternative learning programs and plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies. **If such a plan or program requires special expenditures beyond \$1,000, the Superintendent will present the plan to the School Board for approval.**

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities **to achieve identified competencies and earn full or partial high school credits taken for credit**, the provisions of Policies *IK IMBC, Alternative Credit Options* and *IHBH, Extended Learning Opportunities*, will apply. ~~The granting of credit shall be based on a~~

Commented [1]: NHSBA revision notes. June 2025, Sample IHBI has been revised to reflect changes to the New Hampshire Minimum Standards for Public School Approval (the "306 rules"). The sample is now more specific to alternative plans/programs for individual or groups of identified students, and not for separate continuing, standing programs. While many of the provisions in this sample apply equally to both, because the separate stand-alone programs are far more specialized - often with separate populations, facilities and DOE reporting requirements, (e.g. long-term planning, resources, separate personnel, alignment with multiple additional Dept. of Education rules, and Board approval) a sample board policy could not adequately address the required components/processes

student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance School Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance School Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance School Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance School Counselor, Principal, or the Principal's designee.

The Guidance School Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for initial approval and implementation of alternative learning plans and will oversee all aspects of such programs. If the alternative learning plan is approved by the Superintendent, or if required, the School Board, then the Principal will have responsibility for overseeing implementation of the plan. The Principal will be responsible for reviewing and approving determinations that district competencies have been achieved and related alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the

District to facilitate implementation.

Approval Process

1. The student/parent/guardian ~~seeking an alternative learning plan~~ shall meet with the ~~guidance~~ school counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan. **In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.** ~~designed to enable the student to remain enrolled in school and complete educational requirements.~~
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. **As indicated above, however, if the plan will require District expenditures exceeding the dollar limit specified above, then the Superintendent will present the plan with a recommendation to the School Board at the next scheduled meeting of the Board (unless an extension is requested by the parent). The parent/guardian will be permitted to address the Board, and the matter will be in public or non-public at the election of the parent/guardian.** The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to ~~maintain academic standing and enrollment in~~ **complete** the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, **achieve the identified competencies, and, if applicable,** and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course **or program.**
4. The District reserves the right to determine the **competencies to be recognized, and if applicable,** the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provides for proper administration and supervision of the program or plan.
2. Provides that certified school personnel oversee and monitor the program.
3. ~~Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards.~~
4. Includes age-appropriate academic rigor and the flexibility to incorporate the student's

interests and manner of learning, and

5. Are developed and amended, if necessary, in consultation with the student, a School Guidance **Counselor**, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A: 3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan ~~or program~~ and **ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the District's policies (see, e.g., Board Policy IK).** ~~the award of credits, consistent with the District's policies on graduation.~~

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the **recognition of achievement of competencies and, if applicable, award of full or partial credits.** ~~or recommend an alternative experience.~~ The Principal will determine the validity of such reasons on a case-by-case basis, **and when appropriate, may recommend an alternative experience.**

If a student ceases to attend or is unable to complete the alternative learning plan for **valid reasons**, ~~insufficient reason (lack of effort, failure to follow through, indecision, etc.),~~ the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

~~In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.~~

Revision History:

Revised: October 8, 2025

First reading of the Hinsdale School Board: July 9, 2008

Final reading and accepted; August 13, 2008

Legal References:

NH Statutes	Description
RSA 193:1	<u>Duty of Parent; Compulsory Attendance by Pupil</u>
RSA 91-A:3	<u>Non-Public Sessions</u>

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04(b)(12)	<u>Remote Learning</u>
N.H. Code Admin. Rules Ed 306.04(b)(13)	<u>Alternative Means Of Demonstrating Achievement Of Competencies</u>
N.H. Code Admin. Rules Ed 306.17	<u>Alternative Programs</u>

Cross References

Code	Description
IHBB	<u>Programs for Gifted and Talented Students</u>
IHBCA	<u>Accommodation of Pregnancy and Related Medical Conditions: Students</u>
IHBH	<u>Extended Learning Opportunities</u>
IHBH-R(1)	<u>Extended Learning Opportunities - Application</u>
IHBH-R(2)	<u>Extended Learning Opportunities - Memorandum of Understanding for Extended Learning Opportunities</u>
IK	<u>Earning of High School Credit - Achievement of Competencies</u>
IKFC	<u>Alternative Diploma for Students with Cognitive Disabilities</u>
IMBA	<u>Remote Learning</u>

IHCA - SUMMER ACTIVITIES

~~Category Priority~~ The subject matter of these policies is required by state and or federal law.

Category Priority-Required for middle and high schools.

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities and other career readiness activities, or other activities that support student learning.

Whether or not summer activities are organized by the District, in appropriate circumstances, students may achieve identified district and graduation competencies toward high school credit as provided in Board Policy IK. Students (along with their parent/guardian) wishing to avail themselves of the opportunity to achieve competencies in non-district summer activities should consult with the school counselor to maximize the alignment of the activity to the competency(ies).

Revision History:

Revised: October 8, 2025

Last Adopted: November 2007

Legal References:

NH Dept of Ed Regulation		Description
N.H. Code Admin. Rules Ed 306.04(b)(21)(e)(6)		<u>ELOs and Career Readiness Activities (Summer Activities)</u>
Federal Statutes		Description
20 U.S.C. §7801 (23)		<u>Every Student Succeeds Act</u>
Cross References		
Code		Description
IK		<u>Earning of High School Credit - Achievement of Competencies</u>

Commented [1]: NHSBA revision notes: June 2025 revised to accommodate new rule 306.04(b)(21)(e)(6), requiring schools to have a policy for how career readiness activities, and opportunities to achieve graduation competencies can be included in summer activities. Additionally, optional provision has been added to the sample to allow schools to enumerate summer programs that they may offer. May 2014, Only changes are to Legal References.

IIB- CLASS SIZES AND STUDENT-EDUCATOR RATIOS

Category; Recommended

Commented [1]: NHSBA revision notes: Revised - June 2025, replaced in full and changed title to reflect changes to the New Hampshire Minimum Standards for Approval of Public Schools (the "306 rules").

The District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.

For kindergarten through grade two (K-2), the District will strive to achieve a class size of no more than 15 students or fewer per teacher. For grades three through five (3-5), the District will strive to achieve a class size of no more than 20 students per teacher. In the middle and high schools, the District will strive to achieve a class size of no more than 25 students per teacher.

Class size ratios help ensure effective instruction, individualized support, and student engagement. Smaller classes foster better educator-student interaction, improving academic achievement and social development. Maintaining balanced ratios enhances the opportunity for all students to access quality learning. The below class size limits promote optimal learning environments, reduce overcrowding, and support the District's educators in delivering tailored, high-quality instruction to diverse student populations.

For the purposes of this policy, "Educator" is defined as a teacher, or certified paraprofessional.

- A. **Student-Educator Ratios/Class Size Limits:** To successfully carry out its educational programming and instructional needs, the School Board establishes the following student-educator limitations for each class:
 - a. Kindergarten to Grade 2: Maximum class size is limited to 20 students per educator. However, it is the policy of the School Board that class sizes for Kindergarten through Grade 2 should, whenever possible, be limited to 15 students or fewer, per educator.
 - b. Grade 3 to Grade 5: Maximum class size is limited to 25 students per educator. However, it is the policy of the School Board that class sizes for Grade 3 through Grade 5 should, whenever possible, be limited to 20 students or fewer, per educator.
 - c. Middle School - High School: Maximum class size is limited to 25 students per educator. However, it is the policy of the School Board that high school class sizes should, whenever possible, be limited to 20 students or fewer, per educator.
- B. **Exceptions:** The Student-Educator ratios and class size limits above may be exceeded in the following circumstances:
 - a. Study halls,

- b. Band classes,
- c. Choir classes,
- d. Large group instruction (including, but not limited to, lectures, and showings of educational television and films), and
- e. Laboratory classes (including science and CTE programs), the maximum class size shall be determined by the number of workstations available, alongside the size and design of the classroom.

Revision History:

Revised Policy: **October 8, 2025**

New Policy: *September 2008*

Legal References:

NH Statutes

RSA 21-N:8-d, I (c)

Description

Recruitment of Educators in New Hampshire

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.12

Description

Provision of Staff and Staff Qualifications

N.H. Code Admin. Rules Ed 306.14

Class Size

IJ- INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

~~Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.~~

Category: Priority/Required

The Board is responsible for ~~approving and providing all instructional resources used in the District.~~ ensuring that each school has a developmentally appropriate collection of resources aligned to all learning and grade levels in the school.

All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

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

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

Each school's shall provide instructional resources should be organized and accessible to students, staff, and parents, and managed through circulation policies that are designed to maximize the use of the resources. including those available online or through interlibrary loan, which provide instruction in:

The instructional resources in each school should integrate the following concepts across curricular areas when appropriate:

- a. Accessing information efficiently and effectively;
- b. Evaluating information and sources critically and competently;

Commented [1]: NHSBA revision notes: June 2025, Revised to correspond to changes to the New Hampshire Minimum Standards for Public School Approval (the "306 rules"), specifically 306.08, which modified the previous iteration of the same rule. Given that the rule requires the Board to require each school to comply, and the rule's requirement for a plan for ongoing review of the resources, we have changed the category from Recommended to Priority/Required.

- c. Citing sources and not plagiarizing;
- d. Using information accurately and creatively;
- e. Pursuing information related to personal interests;
- f. Appreciating literature and other creative expressions of information;
- g. Striving for excellence in information-seeking and knowledge generation;
- h. Recognizing the importance of information to a democratic society;
- i. Practicing ethical behavior in regard to information and information technology; and
- j. Participating effectively in groups to pursue and generate information.

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

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

Instructional Resources Plan

The Superintendent is directed to prepare, maintain, and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum instruction and learning resources necessary to support the needs of the user population and the approved curriculum school's students. The plan shall conform to applicable NHDOE requirements (currently found at NHDOE Ed. 306.08(a)(4) and (b)), and should be presented to the School Board every 3 years for periodic review no later than October 15 of every third year beginning 2027.

Revision History:

Revised:	October 8, 2025
First reading:	September 12, 2018
Second reading/adopted:	October 10, 2018

Legal References:

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.08	<u>Learning and Instructional Resources</u>

Code	Description
IJK	Supplemental Materials Selection and Adoption
IJK-R(1)	Supplemental Materials Selection and Adoption - Parental/Guardian Notification Form

JFABD- Education of Homeless Children and Unaccompanied Youth

Category Priority-The subject matter of these policies is required by state and or federal law.

Related Policies: EEA, JFA, JFAA, & JFABE

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), and guidance provided by the New Hampshire Department of Education ("NHDOE"), the term "homeless children and youths" means "individuals who lack a fixed, regular and adequate nighttime residence." Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms "unaccompanied youth," "school of origin," "enrollment," and "attendance area school" shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act ("McKinney-Vento") and guidance provided by the New Hampshire Department of Education ("NHDOE"). For purposes of this policy and its accompanying regulation, "homeless students" shall refer to and include "homeless children and youth" and "unaccompanied youth."

*Note: under RSA 193:12, IV, the definition of "homeless children and youth" also includes children "awaiting foster care placement", see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above. See also Policy *JFABE*.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);

- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;
- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless (“eligibility decision”), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child’s placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent’s right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District’s placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal (“appeal”) with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District’s placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent’s right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an “appeals package” consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent's designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.
- c. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

District Policy History:

First reading: October 9, 2019

Second reading/adopted: November 13, 2019

District revision history:

Legal References:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act – "FERPA")

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")

20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

HOMELESS EDUCATION DISPUTE RESOLUTION PROCESS

Level I

A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five (5) business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Superintendent of the formal complaint and the disposition.

Level II

Within five (5) business days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeal. This appeal shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five (5) business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

A written explanation of the Superintendent's decision regarding school enrollment shall be provided to the parent/guardian, student of lawful age, or unaccompanied youth, including a statement regarding the right to appeal the decision to the commissioner of the New Hampshire Department of Education.

Level III

The complainant may appeal the Superintendent's decision to the commission of the New Hampshire Department of Education. In the case of an unaccompanied youth, the Local Homeless Education Liaison will assist the youth in the appeal process.

See Policy JFABD

New Appendix: April 2010

HOMELESS EDUCATION DISPUTE RESOLUTION PROCESS

WRITTEN NOTIFICATION OF ENROLLMENT DECISION

(Denial of Enrollment Request)

To be completed by the receiving school when an enrollment request is denied.

Date: _____ School: _____

Person completing form: _____ Title: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, this written notification is provided to the following.

Student(s): _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is denied. This determination was based upon the following.

You have the right to appeal this decision by completing form JFABD-R3 or by contacting the school district's local homeless education coordinator.

Liaison's name: _____ Title: _____

Phone number: _____

In addition:

- The student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute.
- You may provide written or verbal documentation to support your position. You may use form JFABD-R3 attached to this notification .
- You may complete the appropriate form or contact the state coordinator for homeless education to request a state-level review of the district's final decision regarding an enrollment issue.
- You may seek the assistance of advocates or attorneys.

A copy of our state's enrollment dispute resolution process for students experiencing homelessness is attached.

New Appendix: April 2010

HOMELESS EDUCATION DISPUTE RESOLUTION PROCESS

WRITTEN NOTIFICATION OF ENROLLMENT DECISION (DISPUTE)

This form is to be completed by the parent, guardian, caretaker or unaccompanied youth when a dispute arises. This information may be shared verbally with the local liaison as an alternative to completing this form.

Date submitted: _____ Student: _____

Relation to student: _____

I may be contacted at (phone or e-mail): _____

School: _____

I have been provided with the following.

- ☐ A written explanation of the school's decision.
- ☐ Contact information for the local homeless education liaison.
- ☐ A copy of the state's enrollment dispute resolution process for students experiencing homelessness.
- ☐ A copy of the state's request-for-review form, if applicable.

You may include a written explanation to support your appeal in this space or provide your explanation verbally.

The school provided me with a copy of this form when submitted. _____(initial)

New Appendix: April 2010