

Hinsdale School Board Meeting
November 12, 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 October 8, 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 Board Member Items

- 6. 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

7. New Board Business

A. Anderson

1. Budget Development Update
2. Strategic Plan 2025-2030
3. Policies – Final 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
 - 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)
4. Policies – First Readings:
 - a. IK – Earning of Credit
 - b. IKAA – Interdisciplinary Credit
 - c. IKB – Homework
 - d. IKF – HS Graduation
 - e. IKFA – Early Graduation
 - f. IKFG – Career Readiness

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.

- g. ILBAA – High School Competency Assessments
- h. IMAH – Health Education – Daily Physical Activity
- i. IMBA – Distance Education
- j. IMBC – Alternative Credit Options
- k. IMG –Animals in Schools

Other Business

A. Anderson

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

8. 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)

9. 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.

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

A. Anderson

11. 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
October 8, 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, Kaylah Hemlow, Wayne Dingman, Jr., Kendra Gardner, and Jameson Stebbins

Board Members Excused: Marc Sprague

Administration Present: Dr. Molly Bremner, HES Principal; Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; and Dr. David Ryan, Superintendent

Administration Excused: Nathan Boudreau, Facilities Director; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services

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 September 10, 2025.
2. Public minutes of September 15, 2025.

K. Hemlow MOVED to approve the minutes listed above as amended. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

Citizens' Comments:

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

Student Presentation – Eagle Scout Project:

HMHS Sophomore, Sarah Schumaker, presented her Eagle Scout project: Flag Retirement Boxes. She described the process that she has undertaken and all of the agencies in the town she has spoken with.

W. Dingman, Jr. MOVED to approve having a flag retirement box on school grounds. K. Hemlow SECONDED. VOTE: 4-0-0, MOTION PASSED.

Dr. Ryan commended Sarah on the work she has been doing on her project. The Board thanked Sarah for her presentation and how she included a plan for sustainability.

Student Board Member Items:

Jameson Stebbins shared a petition from HMHS to keep the snake in the Science classroom. Shared how students feel this is educational and positive for students with anxiety.

Mrs. ONeil shared how the snake has been a great learning opportunity in the past and has always been in classrooms. The snake is not venomous.

Dr. Ryan shared that the removal of the snake was in accordance with School Board policy. Dr. Ryan and A. Roth commended the students for going through the process to present their request.

The Board members did not wish to suspend the policy but discussed approving an exception to the policy. Dr. Ryan noted that Mrs. ONeil must purchase a liability policy regarding the snake.

K. Hemlow MOVED to approve an exception to Policy IMGB to permit the snake to reside in B125, and for the Board to review and revise Policy IMGA. W. Dingman, Jr. SECONDED. VOTE: 3-1-0, MOTION PASSED.

Mrs. ONeil will obtain a liability policy for the snake under her homeowner's policy.

Superintendent's Report:

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

- Results of the Winchester High School Selection Survey Process. There will be 25 additional freshmen attending HMHS next school year.
- 2026-2027 Budget Planning
- Attending the College Board Regional Council and National Forum in NY, 11/3rd – 11/7th
- Mascenic and Hinsdale Athletics Situation
- Attending the Future Ready Solutions Collective, starting 10/23rd

The Board thanked Dr. Ryan for his report.

Business Administrator's Report:

J. Fortson reviewed her report with the Board.

- The 2026-2027 budget process has begun.
- Shared the Title allocations.
- Shared a preview of the health insurance increases for next year.

Discussed the Resolution entitled, "Resolution to Authorize \$390,452 as Schedule No. 1 of a Master Lease Purchase Agreement for Equipment," be approved in form presented to this meeting and that an attested copy of said Resolution be included with the minutes of this meeting.

K. Hemlow MOVED to accept the resolution. A. Anderson SECONDED. VOTE: 4-0-0, MOTION PASSED.

The Board thanked J. Fortson for her report.

Academics and Career Readiness Report:

Dr. Ryan reviewed K. Thompson's report with the Board. Highlighted:

- ELO placements
- Curriculum & Instruction
- Advisory Program at HMHS

The Board thanked K. Thompson for her report.

Principals' Reports:

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

- Schoolwide testing begins next week.
- Advisory leads and social-emotional supports
- NEASC Collaborative Conference Visit on 10/21st – 10/22nd
- Supervision/evaluation
- Upcoming events
- Winchester transition process

The Board thanked A. Roth for her report.

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

- 2026 Dog Tag Project
- Updated Student Concern Team Process
- Staffing
- Therapy dog visiting
- Upcoming events
 - Pumpkin Carving is now back to Oct. 16th, 4-6 PM

- Ice Cream Social is Oct. 21st

The Board thanked Dr. Bremner for her report.

Technology Report:

Dr. Ryan reviewed J. Therieau's report with the Board. Commended Drew Cooper for his work. Highlighted the focus on instructional technology. Daisy Frederick has brought game design and robotics to the afterschool group.

W. Dingman, Jr., expressed appreciation to Drew Cooper for his assistance at the town.

The Board thanked J. Therieau for his report.

Student Services Report:

The Board reviewed P. Wallace's report. Discussed progress reports.

The Board thanked P. Wallace for her report.

Facilities Report:

J. Fortson reviewed N. Boudreau's report with the Board. Discussed the capital improvement plan process and budgeting.

The Board thanked N. Boudreau for his report.

School Board Goals 2025-2026:

K. Gardner MOVED to approve the School Board Goals for 2025-2026. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

School Board Handbook:

Dr. Ryan provided an update. The Board has approved the draft.

Strategic Plan 2025-2030 Draft:

Dr. Ryan shared an overview of the Plan draft and the 18-month planning process. Sean Leary, Chair of the Strategic Planning Steering Committee, discussed the inclusion of measures to assess progress (i.e., We know we will be successful when we"). There will be a glossary of terms added.

The Board thanked S. Leary and the Steering Committee for all their work on the Strategic Plan.

Budget Transfer Request:

A. Roth shared the rationale for the request. This is to move funds from the ESL accounts to cover a sixth class taught by Mr. Fraser for ESL services.

K. Hemlow MOVED to approve the budget line-item transfer request as presented by A. Roth. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

Policies – Final 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

Discussed AB and related policies. Under EHAG, discussed the District's responsibility for ongoing and meaningful training for students and staff.

After discussion, the following motions were made:

K. Gardner MOVED to approve the policies listed above as Final Readings as a group. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

Policies – First Readings:

1. BBAA – School Board Member Authority
2. BBA-R – School Board Powers and Duties - Part Ed 303 Duties of School Boards
3. EBCH – Chemical Safety and Chemical Hygiene Plan
4. EBCH-E(1) – Chemical Hygiene Plan – this is the template, so will be removed from the Policy Manual.
5. IHBH – Extended Learning Opportunities
6. IHBI – Alternative Learning
7. IHCA – Summer Activities
8. IIB – Class Sizes and Student-Educator Ratios
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13. JFABD-R3 - Homeless Education Dispute Resolution Process – Written Notification of Enrollment Decision (Dispute)

After discussion, the following motions were made:

K. Hemlow MOVED to approve the policies listed above as First Readings as a group. K. Gardner SECONDED. VOTE: 4-0-0, MOTION PASSED.

Other Business:

The Board requested that paper Board packets be ready for pick up by Noon on the Friday before the Board Meeting.

Committee Reports:

1. **Budget Committee** – J. Fortson provided an update.
2. **Community Connections** – A. Anderson is posting upcoming events.
3. **Facilities Maintenance/Emergency** – Meeting October 24th.
4. **HASP Advisory Board** – Met today. K. Hemlow is the new committee Chair. Staff will receive ALICE and CPI training.
5. **Legislation/NHSBA** –Delegate Assembly has been rescheduled to October 25th. A. Anderson encouraged all to see the legislative updates online.
6. **Personnel Committee** – Met September 23rd. Next meeting is October 28th.
7. **Policy Committee** – Met today.
8. **Selectboard** – No update.
9. **Strategic Planning Steering Committee** – The draft was presented today.
10. **Tuition Exploratory Committee** – Dr. Ryan shared an update in his report.
11. **Wellness** – Meeting October 29th.

Citizens' Comments:

There were no comments.

Non-public:

W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (a)(c)(i) at 8:04 pm. K. Gardner SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow - yes. VOTE: 4-0-0, MOTION PASSED.

W. Dingman, Jr. MOVED to reconvene the public session at 8:48 pm. K. Gardner SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and K. Hemlow – yes. VOTE: 4-0-0, MOTION PASSED.

K. Hemlow MOVED to adjourn the meeting at 8:48 pm. W. Dingman, Jr. SECONDED. VOTE: 4-0-0, MOTION PASSED.

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

Maria A. Webb

approved on _____

October 8, 2025

MOTION: I move that the Resolution entitled, "Resolution to Authorize \$390,452 as Schedule No. 1 of a Master Lease Purchase Agreement for Equipment," be approved in form presented to this meeting and that an attested copy of said Resolution be included with the minutes of this meeting.

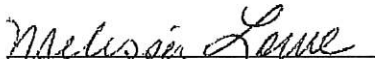
**RESOLUTION TO AUTHORIZE \$390,452 AS SCHEDULE NO. 1 OF A MASTER
LEASE PURCHASE AGREEMENT FOR EQUIPMENT**

The School Board of the Hinsdale School District (the "District") hereby resolves as follows:

1. That, pursuant to RSA 33:7-e and all other applicable laws ("the Authorizations"), the Superintendent or Business Administrator, acting singly, is authorized to enter into an tax-exempt lease financing agreement with Customers Commercial Finance, LLC, with a non-appropriation clause, to finance the furnishing and installation of LED lighting fixtures, together with all accessories, attachments, substitutions and accessions (the "Equipment"), said work to be carried out by Affinity LED Light LLC, and any such prior action is ratified and confirmed;
2. That pursuant to the Authorizations, the Superintendent or the Business Administrator acting singly in the name and on behalf of the District is authorized to execute and deliver Schedule No. 1 to provide lease purchase financing, with a non-appropriation clause, in a principal amount not to exceed \$390,452 to fund the Equipment, on such terms and in such form as the Superintendent may approve, such approval to be conclusively evidenced by the execution and delivery thereof, and any such prior action is ratified and confirmed ("the Lease");
3. That the Superintendent or Business Administrator acting singly is authorized to covenant on behalf of the Lessee that neither the proceeds of the Lease nor the Equipment shall be used in any manner that would cause the Lease to be an "arbitrage bond" or "private activity bond" within the meaning of Sections 148 and 141 of the Internal Revenue Code of 1986, as amended (the "Code");
4. That the Superintendent or Business Administrator acting singly is authorized to covenant on behalf of the Lessee to file any information report and pay any rebate due to the United States in connection with the issuance of the Lease;
5. That the Superintendent or Business Administrator acting singly is authorized to execute and deliver such tax certificates, arbitrage and use of proceeds certificates, and other documents and certificates as may, in the Superintendent or Business Administrator's opinion, be necessary or convenient to effect the transactions herein authorized, to be in such form not inconsistent with this Resolution as the Superintendent or Business Administrator may approve, said approval to be conclusively evidenced by the execution and delivery thereof;

6. That the Superintendent or Business Administrator acting singly is authorized to designate the Lease as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of the Code;
7. That the Superintendent and other appropriate officials of the Lessee, acting singly, are authorized to execute and deliver on behalf of the Lessee such security agreements, UCC-1 financing statements, fixture filings, and other documents and certificates as may be required in connection with the Lease;
8. That the Superintendent and other proper officials of the Lessee, acting singly, are authorized and empowered in its name and on its behalf to do or cause to do all such other acts and things as may be necessary or desirable in order to effect the execution and delivery of the Lease in accordance herewith;
9. That if the Superintendent or any other officer or official of the Lessee is for any reason unavailable to, as applicable, approve, execute or attest the Lease, or any related financing documents, the person or persons acting in any such capacity, whether as an assistant, a deputy or otherwise, is authorized to act for such official with the same force and effect as if such official had herself/himself performed such act;
10. That the Superintendent or Business Administrator, is authorized in consultation with Bond Counsel to implement written procedures with respect to the Lease for the purpose of: (i) ensuring timely "remedial action" for any portion of the Lease that may become "non-qualified bonds," as those terms are defined in the Code and regulations thereunder; and (ii) monitoring the District's compliance following the issuance of the Lease with the arbitrage, yield restriction and rebate requirements of the Code and regulations thereunder;
11. That the District hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the Treasury Regulations that the District reasonably expects to use the proceeds of the Lease to reimburse certain original expenditures from the District's general, reserve, or other fund, paid not earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures have been or will be incurred in connection with costs of the Equipment; and that the District reasonably expects that the maximum principal amount that the District will issue to finance the Equipment is \$390,452;and
12. That an attested copy of this Resolution be included with the minutes of this meeting.

A true copy as adopted by the School Board of Hinsdale School District, attest:


Melissa Lowe, District Clerk

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 November 2025

Strategic Plan is in Final Form

The strategic plan was getting its final layout touches from Sean Leary with input from Jeanne Sturges as I was writing this update and it should be included with your materials for the board meeting, either included with the packet that was sent to you or sent under separate cover. In either case, we are very proud of the document and all of the collaborative work that went into making it a reality. Thank you to Sean Leary who served as our chair of the steering committee as well as our graphic designer for the public piece, and thank you to the chairs of the four priority teams Wayne Dingman, Jennifer Taggart, Ann Diorio, and Sara Donahue.

The plan will become official once it is adopted by the Board and digitally available through the school and town websites. The plan will be shared with staff by our principals so that they can begin to organize activities that are linked to achieving the desired outcomes. We will share it with all of our families through our weekly and quarterly newsletters, and we will include a link to it on a postcard that will also include a link to our Financial Information page of our website when it is updated for this year's budget development. This postcard will be mailed to every Hinsdale household. Also, we will post it as part of our high school section on the Winchester website and send the link to all of our Winchester School families.

We recognize that this plan will remain a work in progress and in order to be held accountable for achieving the goals that have been set, we will be creating a data dashboard on our website that permits anyone to follow progress for each of the plan's goals. In posting our progress, stakeholders will be able to see how we are doing and whether we need to change or adapt activities, strategies, or outcomes along the way. Our goal is to keep everyone informed of our progress and changes so that the document can serve as a valuable tool. We are excited to be arriving at this stage and look forward to charting our first set of results.

Campus Security Team Update

We previously reported that some members of the team would be participating in the Department of Homeland Security's 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. Unfortunately, as with all federal programming, it was not conducted due to the government's ongoing shutdown. We further have not been able to complete our Incident Command Systems training for the same reason. The ICS modules 100, 200, and 700 are designed to equip safety and security

responders with organizational leadership tools, vocabulary, and structures to use in an emergency. Once our government opens again, I am told by NH Homeland Emergency Services that the portal will open and we will be able to complete both training sessions.

We have the [security grant application paperwork](#) in our hands and Jane Fortson has begun work on completing it. Nate Boudreau is finishing up with estimates for the two schools' hardscape projects and Justin Therieau has already submitted his estimates and needs from technology for other enhancements. The grant application process is open until December 8, 2025 and is not a first-come, first-served process this year. There is \$10 million that is available and will be divided among all schools who apply.

Lastly, as a form of student safety, we will be training all staff on campus in Crisis Prevention Institute's Verbal Intervention methods, as well training a smaller, breakout group of staff in Nonviolent Crisis Intervention with advanced physical skills. The entire focus of the training is to de-escalate students when they are in crisis and reduce the liability of the organization when interacting with students in crisis physically. The training is taking place on November 24 and 25.

College Board Regional Council and National Forum Recap

I was fortunate to co-present our AP Rural Collaborative project to the New England and Middle States Regional Councils on Tuesday, November 4 in New York City with Dena Johnson from



the College Board and Superintendent Dave Backler telecommuting in from Gorham, NH. Our 90 minute presentation generated a lot of questions and excitement about the work as several of the councils members either graduated from small, rural schools or currently represent them in their work. The college and university members of the councils were intrigued by the concept and felt that students who participate in AP are already building strong transcripts, however they believe participating in AP in a virtual world such as ours will actually strengthen their transcripts over other applicants. That was great to hear! They also

recommended **not** listing the course as a transfer credit on the transcript and simply accepting the credit as if the student were taught by one of our teachers on campus.

As for the week, I was able to participate in several topical sessions including Reimagining Higher Education, The Future of Tutoring (my favorite), Empowering Rural Students: Navigating College Access and Success, How to Recruit, Retain and Serve Rural Students, and Expanding Access Through Relevance with former US Secretary of Education John B. King. I was also able to remain connected with both school districts and continue our work moving forward each day I was away. Thankful for technology!

Future Ready Solutions Collective

Karen Thompson and I participated in a new group thinktank in NH called the [Future Ready Solutions Collective](#) at which educators, business and community leaders, and non-profit

innovators came together to begin planning how schools can design and implement Future Ready Plans for every student, promote mentorship and belonging structures across school and community, and develop projects rooted in real student concerns — climate, equity, mental health, and more. The work is driven by data gathered through a battery of polling and student surveys in which just 31% of students said they feel hopeful about the future, engagement sharply declines during middle and high school, and students name societal issues, isolation, and lack of opportunity as major stressors. We were happy to introduce our work in the area of building learner agency and we were astonished at the number of people who had not started the work or engaged in it themselves. While many told us that they have heard the terms being used, they could not define the concept or provide strong examples. There are three more dates (December 11, February 12, and April 9) and we will update the board after each session.

Report from the
BUSINESS
ADMINISTRATOR

David Ryan, Ed.D.
Superintendent

Jane Fortson, CPA
Business Administrator

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

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

HINSDALE

SCHOOL DISTRICT

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

Business Administrator Report November 2025

The budget work has been ongoing during the months of September and October. We have had our meetings between the program administrators and the Superintendent and Business Administrator and are wrapping up some of the open items, surrounding staffing, ideology, and costing.

The Department of Revenue has scheduled a rate setting call for Thursday, the 6th of November. The tax bills should be followed soon after that when the town piece is completed.

Our audit was scheduled to begin October 14th; we have uploaded documents to the auditor's portal to allow them to do their work remotely. We are awaiting further requests and/or questions as we continue to work through this process.

Respectfully submitted,
Jane

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 11/30/2025

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	(\$3,288,820.99)	(\$3,288,820.99)	\$3,288,820.99	\$0.00	\$3,288,820.99 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	(\$4,078.51)	(\$4,078.51)	\$4,078.51	\$0.00	\$4,078.51 0.00%
100.0000.43111.00.00000 Adequate Education Aid	\$0.00	(\$2,280,002.00)	(\$2,280,002.00)	\$2,280,002.00	\$0.00	\$2,280,002.00 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%
100.0000.43210.00.00000 Building Aid	\$0.00	(\$231,401.00)	(\$231,401.00)	\$231,401.00	\$0.00	\$231,401.00 0.00%
100.0000.44580.00.00000 Medicaid Reimbursement	\$0.00	(\$30,722.39)	(\$30,722.39)	\$30,722.39	\$0.00	\$30,722.39 0.00%
100.5200.49300.00.00000 TRANSFERS IN	\$0.00	(\$16,906.77)	(\$16,906.77)	\$16,906.77	\$0.00	\$16,906.77 0.00%
Fund: 100	\$0.00	(\$5,977,349.17)	(\$5,977,349.17)	\$5,977,349.17	\$0.00	\$5,977,349.17

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 11/30/2025

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

(\$5,977,349.17)

(\$5,977,349.17)

\$5,977,349.17

\$0.00

\$5,977,349.17

End of Report

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 11/30/2025

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
100.0000.52200.00.00000	\$0.00	\$242.15	\$242.15	(\$242.15)	\$0.00	(\$242.15)
Social Security						0.00%
100.0000.52310.00.00000	\$0.00	\$5.97	\$5.97	(\$5.97)	\$0.00	(\$5.97)
Nonteacher Retirement						0.00%
100.0000.52320.00.00000	\$0.00	\$113.09	\$113.09	(\$113.09)	\$0.00	(\$113.09)
Teacher Retirement						0.00%
100.1100.51100.21.00000	\$1,088,059.00	\$255,508.68	\$255,508.68	\$832,550.32	\$835,560.37	(\$3,010.05)
Teacher Salaries Reg Ed Elementary						-0.28%
100.1100.51100.22.00000	\$1,377,992.00	\$333,561.06	\$333,561.06	\$1,044,430.94	\$1,076,038.69	(\$31,607.75)
Teacher Salaries Reg Ed Middle/High						-2.29%
100.1100.51150.21.00000	\$47,096.00	\$15,323.65	\$15,323.65	\$31,772.35	\$32,445.64	(\$673.29)
Para Salaries Reg Ed Elementary						-1.43%
100.1100.51150.22.00000	\$22,906.00	\$6,125.40	\$6,125.40	\$16,780.60	\$17,389.15	(\$608.55)
Para Salaries Reg Ed Middle/High						-2.66%
100.1100.51200.21.00000	\$27,500.00	\$9,179.68	\$9,179.68	\$18,320.32	\$0.00	\$18,320.32
Substitutes Reg Ed Teacher Elementary						66.62%
100.1100.51200.22.00000	\$40,000.00	\$8,071.91	\$8,071.91	\$31,928.09	\$0.00	\$31,928.09
Substitutes Reg Ed Teacher Middle/High						79.82%
100.1100.51250.21.00000	\$3,500.00	\$2,657.50	\$2,657.50	\$842.50	\$0.00	\$842.50
Substitutes Reg Ed Para Elementary						24.07%
100.1100.51250.22.00000	\$1,000.00	\$125.00	\$125.00	\$875.00	\$0.00	\$875.00
Substitutes Reg Ed Para Middle/High						87.50%
100.1100.52110.21.00000	\$421,913.00	\$87,745.01	\$87,745.01	\$334,167.99	\$0.00	\$334,167.99
Health Insurance Regular Elementary						79.20%
100.1100.52110.22.00000	\$599,932.00	\$96,629.95	\$96,629.95	\$503,302.05	\$0.00	\$503,302.05
Health Insurance Regular Middle/High						83.89%

Hinsdale School District

General Ledger - On Demand Report

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☐ Include PreEncumbrance

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☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$14,111.00	\$3,078.29	\$3,078.29	\$11,032.71	\$0.00	\$11,032.71 78.19%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$20,173.00	\$4,592.15	\$4,592.15	\$15,580.85	\$0.00	\$15,580.85 77.24%
100.1100.52200.21.00000 Social Security Reg Elementary	\$86,840.00	\$20,348.13	\$20,348.13	\$66,491.87	\$0.00	\$66,491.87 76.57%
100.1100.52200.22.00000 Social Security Reg Middle/High	\$107,168.00	\$24,963.69	\$24,963.69	\$82,204.31	\$0.00	\$82,204.31 76.71%
100.1100.52310.22.00000 Nonteacher Retirement Regular Middle/High	\$2,920.00	\$7.18	\$7.18	\$2,912.82	\$0.00	\$2,912.82 99.75%
100.1100.52320.21.00000 Teacher Retirement Regular Elementary	\$202,686.00	\$46,165.67	\$46,165.67	\$156,520.33	\$0.00	\$156,520.33 77.22%
100.1100.52320.22.00000 Teacher Retirement Regular Middle/High	\$265,425.00	\$64,143.81	\$64,143.81	\$201,281.19	\$0.00	\$201,281.19 75.83%
100.1100.56410.21.00000 Books Reg Ed Elementary	\$0.00	\$5.96	\$5.96	(\$5.96)	\$0.00	(\$5.96) 0.00%
100.1102.56100.21.00000 Supplies Art Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.1102.56100.22.00000 Supplies Art Middle/High	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00 100.00%
100.1105.56100.22.00000 Supplies Language Arts Middle/High	\$500.00	\$78.72	\$78.72	\$421.28	\$0.00	\$421.28 84.26%
100.1105.56410.21.00000 Books Lang Arts Elementary	\$3,138.00	\$0.00	\$0.00	\$3,138.00	\$0.00	\$3,138.00 100.00%
100.1105.56410.22.00000 Books Lang Arts Middle/High	\$5,500.00	\$614.35	\$614.35	\$4,885.65	\$30.75	\$4,854.90 88.27%
100.1106.56100.22.00000 Supplies Modern Language Middle/High	\$308.00	\$332.98	\$332.98	(\$24.98)	\$0.00	(\$24.98) -8.11%

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
100.1107.56100.22.00000	\$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%
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	\$1,296.27	\$1,296.27	\$8,703.73	\$236.30	\$8,467.43
Supplies Life Sciences Middle/High						84.67%
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	\$979.00	\$979.00	\$1,021.00	\$0.00	\$1,021.00
Repairs & Other Services Music Middle/High						51.05%
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	\$0.00	\$3,876.18
Supplies Music Middle/High						77.52%

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
100.1112.58100.22.00000	\$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	\$237.42	\$512.58
Supplies Science Elementary						68.34%
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%
100.1113.56410.21.00000	\$750.00	\$0.00	\$0.00	\$750.00	\$426.49	\$323.51
Books Science Elementary						43.13%
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	\$496.90	\$496.90	\$1,003.10	\$0.00	\$1,003.10
Supplies Social Studies Elementary						66.87%
100.1115.56100.22.00000	\$1,126.00	\$734.85	\$734.85	\$391.15	\$0.00	\$391.15
Supplies Social Studies Middle/High						34.74%
100.1115.56410.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$1,308.20	\$691.80
Books Social Studies Elementary						34.59%
100.1116.56100.22.00000	\$1,000.00	\$354.30	\$354.30	\$645.70	\$0.00	\$645.70
Supplies ELO						64.57%
100.1125.51100.21.00000	\$33,343.00	\$375.00	\$375.00	\$32,968.00	\$0.00	\$32,968.00
MTSS Reading Teacher Salary						98.88%
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	\$28.68	\$28.68	\$2,522.32	\$0.00	\$2,522.32
MTSS Reading Social Security						98.88%
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%

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
100.1125.56410.21.00000 Books Reading Imp Elementary	\$1,350.00	\$0.00	\$0.00	\$1,350.00	\$0.00	\$1,350.00 100.00%
100.1126.53290.21.00000 Assemblies Elementary	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.1126.55910.21.00000 Field Trip Entry Fees Elementary	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.1126.56100.21.00000 Supplies General Expense Elementary	\$18,000.00	\$6,715.39	\$6,715.39	\$11,284.61	\$1,920.64	\$9,363.97 52.02%
100.1126.56100.22.00000 Supplies General Expense Secondary	\$22,500.00	\$7,588.45	\$7,588.45	\$14,911.55	\$3,693.87	\$11,217.68 49.86%
100.1126.56101.22.00000 Graduation & Special Events Middle/High	\$8,000.00	\$323.00	\$323.00	\$7,677.00	\$680.43	\$6,996.57 87.46%
100.1126.56410.22.00000 Yearbook	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00 100.00%
100.1126.56500.21.00000 General Expense Software	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00 100.00%
100.1200.51100.21.00000 Teacher Salaries Special educ. Elementary	\$241,145.00	\$50,213.30	\$50,213.30	\$190,931.70	\$187,903.95	\$3,027.75 1.26%
100.1200.51100.22.00000 Teacher Salaries Special Education Middle/High	\$213,300.00	\$39,761.52	\$39,761.52	\$173,538.48	\$137,538.48	\$36,000.00 16.88%
100.1200.51150.21.00000 Para Salaries Special Education Elementary	\$448,718.00	\$92,371.23	\$92,371.23	\$356,346.77	\$258,709.21	\$97,637.56 21.76%
100.1200.51150.22.00000 Para Salaries Special Education Middle/High	\$331,230.00	\$67,463.23	\$67,463.23	\$263,766.77	\$191,936.50	\$71,830.27 21.69%
100.1200.51200.21.00000 Substitutes Special Educ. Teacher Elementary	\$2,400.00	\$125.00	\$125.00	\$2,275.00	\$0.00	\$2,275.00 94.79%
100.1200.51200.22.00000 Substitutes Special Educ. Teacher Middle/High	\$3,000.00	\$125.00	\$125.00	\$2,875.00	\$0.00	\$2,875.00 95.83%

Hinsdale School District

General Ledger - On Demand Report

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Budget Balance

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100.1200.51250.21.00000 Substitutes Special Educ. Para Elementary	\$5,000.00	\$1,000.00	\$1,000.00	\$4,000.00	\$0.00	\$4,000.00 80.00%
100.1200.51250.22.00000 Substitutes Special Educ. Para Middle/High	\$500.00	\$777.50	\$777.50	(\$277.50)	\$0.00	(\$277.50) -55.50%
100.1200.52110.21.00000 Health Insurance Special Educ. Teachers Elementary	\$245,363.00	\$23,835.15	\$23,835.15	\$221,527.85	\$0.00	\$221,527.85 90.29%
100.1200.52110.22.00000 Health Insurance Special Educ Teachers Middle/High	\$168,462.00	\$23,549.15	\$23,549.15	\$144,912.85	\$0.00	\$144,912.85 86.02%
100.1200.52120.21.00000 Dental Insurance Special Educ. Teachers Elementary	\$3,240.00	\$257.15	\$257.15	\$2,982.85	\$0.00	\$2,982.85 92.06%
100.1200.52120.22.00000 Dental Insurance Special Educ Teachers Middle/High	\$3,484.00	\$569.45	\$569.45	\$2,914.55	\$0.00	\$2,914.55 83.66%
100.1200.52200.21.00000 Social Security Special Educ. Elementary	\$52,775.00	\$10,373.90	\$10,373.90	\$42,401.10	\$0.00	\$42,401.10 80.34%
100.1200.52200.22.00000 Social Security Special Educ. Middle/High	\$41,656.00	\$7,762.17	\$7,762.17	\$33,893.83	\$0.00	\$33,893.83 81.37%
100.1200.52310.22.00000 Nonteacher Retirement Special Educ. Middle/High	\$0.00	\$897.46	\$897.46	(\$897.46)	\$0.00	(\$897.46) 0.00%
100.1200.52320.21.00000 Teacher Retirement Special Educ. Elementary	\$46,372.00	\$7,988.45	\$7,988.45	\$38,383.55	\$0.00	\$38,383.55 82.77%
100.1200.52320.22.00000 Teacher Retirement Special Educ. Middle/High	\$41,018.00	\$7,646.16	\$7,646.16	\$33,371.84	\$0.00	\$33,371.84 81.36%
100.1200.53001.20.00000 Related Services Special Educ.	\$45,000.00	\$3,640.69	\$3,640.69	\$41,359.31	\$0.00	\$41,359.31 91.91%
100.1200.53001.21.00000 Related Services In District Elem	\$259,154.00	\$36,454.97	\$36,454.97	\$222,699.03	\$0.00	\$222,699.03 85.93%
100.1200.53001.22.00000 Related Services In District Middle/High	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00 100.00%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.53002.20.00000 Charter School Special Ed Services	\$6,000.00	\$496.26	\$496.26	\$5,503.74	\$0.00	\$5,503.74 91.73%
100.1200.53300.20.00000 Legal Special Education	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.1200.55602.20.00000 Tuition Special Education Private	\$1,015,336.00	\$129,073.57	\$129,073.57	\$886,262.43	\$0.00	\$886,262.43 87.29%
100.1200.56100.20.00000 Supplies & Medical Hardware Out Of District	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00 100.00%
100.1200.56100.21.00000 Supplies & Medical Hardware Elementary	\$2,000.00	\$264.93	\$264.93	\$1,735.07	\$0.00	\$1,735.07 86.75%
100.1200.56100.22.00000 Supplies & Medical Hardware Middle/High	\$1,300.00	\$447.77	\$447.77	\$852.23	\$0.00	\$852.23 65.56%
100.1210.51100.21.00000 Salaries	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00 100.00%
100.1210.51100.22.00000 Salaries	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00 100.00%
100.1210.52200.21.00000 Social Security	\$1,148.00	\$0.00	\$0.00	\$1,148.00	\$0.00	\$1,148.00 100.00%
100.1210.52200.22.00000 Social Security	\$918.00	\$0.00	\$0.00	\$918.00	\$0.00	\$918.00 100.00%
100.1210.52320.21.00000 Retirement	\$2,885.00	\$0.00	\$0.00	\$2,885.00	\$0.00	\$2,885.00 100.00%
100.1210.52320.22.00000 Retirement	\$2,308.00	\$0.00	\$0.00	\$2,308.00	\$0.00	\$2,308.00 100.00%
100.1260.51100.20.00000 Teacher Salaries ESL	\$18,901.00	\$2,048.00	\$2,048.00	\$16,853.00	\$8,192.00	\$8,661.00 45.82%
100.1260.52200.20.00000 Social Security ESL	\$1,597.00	\$150.61	\$150.61	\$1,446.39	\$0.00	\$1,446.39 90.57%

Hinsdale School District

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100.1260.52320.20.00000 Teacher Retirement ESL	\$0.00	\$393.85	\$393.85	(\$393.85)	\$0.00	(\$393.85) 0.00%
100.1260.56100.22.00000 Supplies	\$0.00	\$29.99	\$29.99	(\$29.99)	\$0.00	(\$29.99) 0.00%
100.1260.56410.22.00000 Books for ESL - HMHS	\$0.00	\$0.00	\$0.00	\$0.00	\$394.64	(\$394.64) 0.00%
100.1300.55610.22.00000 Tuition Vocational Middle/High	\$112,000.00	\$0.00	\$0.00	\$112,000.00	\$0.00	\$112,000.00 100.00%
100.1400.51190.22.00000 Advisors Stipends	\$17,600.00	\$19,436.26	\$19,436.26	(\$1,836.26)	\$11,949.14	(\$13,785.40) -78.33%
100.1400.52200.22.00000 Social Security CoCurricular	\$1,346.00	\$1,446.31	\$1,446.31	(\$100.31)	\$0.00	(\$100.31) -7.45%
100.1400.52310.22.00000 Nonteacher Retirement CoCurricular	\$635.00	\$363.07	\$363.07	\$271.93	\$0.00	\$271.93 42.82%
100.1400.52320.22.00000 Teacher Retirement CoCurricular	\$3,500.00	\$1,727.97	\$1,727.97	\$1,772.03	\$0.00	\$1,772.03 50.63%
100.1400.55800.22.00000 Dues & Fees CoCurricular	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.1420.51100.22.00000 Athletic Director Stipend	\$20,540.00	\$119.49	\$119.49	\$20,420.51	\$0.00	\$20,420.51 99.42%
100.1420.51190.22.00000 Coaches Stipends	\$83,032.00	\$17,570.51	\$17,570.51	\$65,461.49	\$0.00	\$65,461.49 78.84%
100.1420.52200.22.00000 Social Security Athletics	\$6,352.00	\$1,259.19	\$1,259.19	\$5,092.81	\$0.00	\$5,092.81 80.18%
100.1420.52310.22.00000 Nonteacher Retirement Athletics	\$4,815.00	\$0.00	\$0.00	\$4,815.00	\$0.00	\$4,815.00 100.00%
100.1420.52320.22.00000 Teacher Retirement Athletics	\$1,000.00	\$634.53	\$634.53	\$365.47	\$0.00	\$365.47 36.55%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
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	\$4,892.00	\$4,892.00	\$13,708.00	\$0.00	\$13,708.00
Officials/Police Coverage						73.70%
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	\$4,412.20	\$4,412.20	\$1,897.80	\$0.00	\$1,897.80
Dues and Fees Secondary						30.08%
100.1420.56100.22.00000	\$14,000.00	\$2,468.49	\$2,468.49	\$11,531.51	\$74.57	\$11,456.94
Supplies/Awards Athletics						81.84%
100.1420.58100.22.00000	\$2,000.00	\$196.00	\$196.00	\$1,804.00	\$0.00	\$1,804.00
Conferences Athletics						90.20%
100.1430.51100.21.00000	\$0.00	\$16,584.12	\$16,584.12	(\$16,584.12)	\$0.00	(\$16,584.12)
Summer School Stipends Elementary						0.00%
100.1430.51100.22.00000	\$0.00	\$4,650.00	\$4,650.00	(\$4,650.00)	\$0.00	(\$4,650.00)
Summer School Stipends Middle/High						0.00%
100.1430.52200.21.00000	\$0.00	\$1,268.69	\$1,268.69	(\$1,268.69)	\$0.00	(\$1,268.69)
Social Security Summer School Elementary						0.00%
100.1430.52200.22.00000	\$0.00	\$355.73	\$355.73	(\$355.73)	\$0.00	(\$355.73)
Social Security Summer School Middle/High						0.00%
100.1430.52320.21.00000	\$0.00	\$2,944.82	\$2,944.82	(\$2,944.82)	\$0.00	(\$2,944.82)
Teacher Retirement Summer School Elementary						0.00%
100.1430.52320.22.00000	\$0.00	\$894.20	\$894.20	(\$894.20)	\$0.00	(\$894.20)
Teacher Retirement Summer School Middle/High						0.00%
100.1430.56100.22.00000	\$3,000.00	\$1,478.34	\$1,478.34	\$1,521.66	\$0.00	\$1,521.66
Supplies Summer Middle/High						50.72%
100.2120.51100.21.00000	\$208,703.00	\$56,150.16	\$56,150.16	\$152,552.84	\$153,664.02	(\$1,111.18)
Guidance Salaries Elementary						-0.53%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 11/30/2025

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
100.2120.51100.22.00000 Guidance Salaries Middle/High	\$272,200.00	\$80,253.75	\$80,253.75	\$191,946.25	\$183,832.17	\$8,114.08 2.98%
100.2120.52110.21.00000 Health Insurance Guidance Elementary	\$70,652.00	\$12,970.60	\$12,970.60	\$57,681.40	\$0.00	\$57,681.40 81.64%
100.2120.52110.22.00000 Health Insurance Guidance Middle/High	\$87,526.00	\$24,310.10	\$24,310.10	\$63,215.90	\$0.00	\$63,215.90 72.23%
100.2120.52120.21.00000 Dental Insurance Guidance Elementary	\$2,007.00	\$514.19	\$514.19	\$1,492.81	\$0.00	\$1,492.81 74.38%
100.2120.52120.22.00000 Dental Insurance Guidance Middle/High	\$3,286.00	\$1,078.91	\$1,078.91	\$2,207.09	\$0.00	\$2,207.09 67.17%
100.2120.52200.21.00000 Social Security Guidance Elementary	\$15,966.00	\$4,068.41	\$4,068.41	\$11,897.59	\$0.00	\$11,897.59 74.52%
100.2120.52200.22.00000 Social Security Guidance Middle/High	\$20,824.00	\$5,704.00	\$5,704.00	\$15,120.00	\$0.00	\$15,120.00 72.61%
100.2120.52310.21.00000 Nonteacher Retirement	\$0.00	\$2,129.60	\$2,129.60	(\$2,129.60)	\$0.00	(\$2,129.60) 0.00%
100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High	\$7,856.00	\$6,218.18	\$6,218.18	\$1,637.82	\$0.00	\$1,637.82 20.85%
100.2120.52320.21.00000 Teacher Retirement Guidance Elementary	\$35,347.00	\$5,402.03	\$5,402.03	\$29,944.97	\$0.00	\$29,944.97 84.72%
100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High	\$36,160.00	\$6,054.36	\$6,054.36	\$30,105.64	\$0.00	\$30,105.64 83.26%
100.2120.53300.22.00000 Professional Services Guidance Middle/High	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$399.00	\$1,101.00 73.40%
100.2120.56100.21.00000 Supplies Guidance Elementary	\$2,300.00	\$308.72	\$308.72	\$1,991.28	\$0.00	\$1,991.28 86.58%
100.2120.56100.22.00000 Supplies Guidance Middle/High	\$638.00	\$91.77	\$91.77	\$546.23	\$0.00	\$546.23 85.62%

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
100.2120.56110.21.00000 Testing Map, Etc Elementary	\$3,625.00	\$0.00	\$0.00	\$3,625.00	\$0.00	\$3,625.00 100.00%
100.2120.56110.22.00000 Testing Map, Psat, Etc Middle/High	\$4,345.00	\$2,812.50	\$2,812.50	\$1,532.50	\$0.00	\$1,532.50 35.27%
100.2120.56410.21.00000 Books Guidance Elementary	\$225.00	\$223.25	\$223.25	\$1.75	\$0.00	\$1.75 0.78%
100.2120.56410.22.00000 Books Guidance Middle/High	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00 100.00%
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	\$29.00	\$29.00	\$221.00	\$0.00	\$221.00 88.40%
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	\$15,638.76	\$15,638.76	\$52,129.24	\$52,129.24	\$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	\$7,019.70	\$7,019.70	\$22,463.30	\$0.00	\$22,463.30 76.19%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$257.15	\$257.15	\$822.85	\$0.00	\$822.85 76.19%
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	\$1,068.62	\$1,068.62	\$4,115.38	\$0.00	\$4,115.38 79.39%

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
100.2130.52320.21.00000 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	\$3,007.32	\$3,007.32	\$10,024.68	\$0.00	\$10,024.68 76.92%
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	\$529.60	\$529.60	\$470.40	\$167.75	\$302.65 30.27%
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	\$6,221.50	\$6,221.50	\$53,778.50	\$0.00	\$53,778.50 89.63%
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	\$46,801.86	\$46,801.86	\$153,740.14	\$153,186.99	\$553.15 0.28%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$98,768.00	\$16,496.30	\$16,496.30	\$82,271.70	\$0.00	\$82,271.70 83.30%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$3,240.00	\$771.45	\$771.45	\$2,468.55	\$0.00	\$2,468.55 76.19%
100.2150.52200.20.00000 Social Security Speech & Language	\$15,341.00	\$3,206.29	\$3,206.29	\$12,134.71	\$0.00	\$12,134.71 79.10%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,660.00	\$3,334.15	\$3,334.15	\$1,325.85	\$0.00	\$1,325.85 28.45%

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
100.2150.52320.20.00000	\$31,536.00	\$3,971.34	\$3,971.34	\$27,564.66	\$0.00	\$27,564.66
Teacher Retirement Speech & Language						87.41%
100.2150.53000.20.00000	\$4,500.00	\$334.30	\$334.30	\$4,165.70	\$0.00	\$4,165.70
Purchased Services Speech & Language						92.57%
100.2150.55800.20.00000	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00
Travel Speech & Language						100.00%
100.2150.56100.20.00000	\$1,200.00	\$370.77	\$370.77	\$829.23	\$0.00	\$829.23
Supplies Speech & Language						69.10%
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%
100.2160.53000.20.00000	\$0.00	\$8,995.01	\$8,995.01	(\$8,995.01)	\$0.00	(\$8,995.01)
Purchased Services Occupational Therapy						0.00%
100.2170.51100.20.00000	\$45,839.00	\$11,703.61	\$11,703.61	\$34,135.39	\$35,354.65	(\$1,219.26)
Certified OT Assistant Salaries						-2.66%
100.2170.52110.20.00000	\$14,675.00	\$3,494.00	\$3,494.00	\$11,181.00	\$0.00	\$11,181.00
Health Ins Certified OT Assistant						76.19%
100.2170.52120.20.00000	\$662.00	\$156.15	\$156.15	\$505.85	\$0.00	\$505.85
Dental Insurance Certified OT Assistant						76.41%
100.2170.52200.20.00000	\$3,507.00	\$859.13	\$859.13	\$2,647.87	\$0.00	\$2,647.87
Social Security Certified OT Assistant						75.50%
100.2170.52310.20.00000	\$5,844.00	\$1,492.22	\$1,492.22	\$4,351.78	\$0.00	\$4,351.78
Nonteacher Retirement						74.47%
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%

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
100.2170.58100.20.00000 Dues & Fees COTA	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00 100.00%
100.2210.51101.20.00000 Support Staff PD Training	\$0.00	\$763.08	\$763.08	(\$763.08)	\$0.00	(\$763.08) 0.00%
100.2210.52200.20.00000 Social Security	\$0.00	\$52.21	\$52.21	(\$52.21)	\$0.00	(\$52.21) 0.00%
100.2210.52310.20.00000 Nonteacher Retirement	\$0.00	\$7.54	\$7.54	(\$7.54)	\$0.00	(\$7.54) 0.00%
100.2210.53200.20.00000 Teachers' Staff Development CBA Article V.O	\$29,000.00	\$3,289.55	\$3,289.55	\$25,710.45	\$1,000.00	\$24,710.45 85.21%
100.2210.53201.20.00000 Support Staff Development Workshops	\$8,000.00	\$382.00	\$382.00	\$7,618.00	\$0.00	\$7,618.00 95.23%
100.2212.51100.20.00000 Salaries Curriculum	\$131,225.00	\$49,562.91	\$49,562.91	\$81,662.09	\$92,811.94	(\$11,149.85) -8.50%
100.2212.52110.20.00000 Health	\$69,285.00	\$29,674.09	\$29,674.09	\$39,610.91	\$0.00	\$39,610.91 57.17%
100.2212.52120.20.00000 Dental	\$2,160.00	\$1,152.00	\$1,152.00	\$1,008.00	\$0.00	\$1,008.00 46.67%
100.2212.52200.20.00000 Social Security Curriculum	\$10,039.00	\$3,340.72	\$3,340.72	\$6,698.28	\$0.00	\$6,698.28 66.72%
100.2212.52310.20.00000 Nonteacher Retirement Curriculum	\$11,184.00	\$4,144.69	\$4,144.69	\$7,039.31	\$0.00	\$7,039.31 62.94%
100.2212.52320.20.00000 Teacher Retirement Curriculum	\$0.00	\$566.49	\$566.49	(\$566.49)	\$0.00	(\$566.49) 0.00%
100.2212.53200.20.00000 Purchased Services District	\$13,600.00	\$127.00	\$127.00	\$13,473.00	\$0.00	\$13,473.00 99.07%
100.2212.55800.20.00000 Travel & Conferences Prof Dev District	\$2,200.00	\$320.60	\$320.60	\$1,879.40	\$0.00	\$1,879.40 85.43%

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
100.2212.56100.20.00000 Supplies Prof Dev District	\$3,000.00	\$655.16	\$655.16	\$2,344.84	\$0.00	\$2,344.84 78.16%
100.2212.56410.20.00000 Professional Learning Texts	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00 100.00%
100.2212.56500.20.00000 Software Prof Dev	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00 100.00%
100.2212.58100.20.00000 Dues & Fees Prof Dev District	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2222.51100.22.00000 Library Salaries Middle/High	\$59,600.00	\$13,961.52	\$13,961.52	\$45,638.48	\$46,538.48	(\$900.00) -1.51%
100.2222.51150.21.00000 Library Salaries Elementary	\$27,229.00	\$7,541.96	\$7,541.96	\$19,687.04	\$20,671.20	(\$984.16) -3.61%
100.2222.52110.21.00000 Health	\$26,207.00	\$6,239.75	\$6,239.75	\$19,967.25	\$0.00	\$19,967.25 76.19%
100.2222.52110.22.00000 Health Insurance Library Middle/High	\$39,622.00	\$9,431.30	\$9,431.30	\$30,190.70	\$0.00	\$30,190.70 76.20%
100.2222.52120.22.00000 Dental Insurance Library Middle/High	\$662.00	\$156.15	\$156.15	\$505.85	\$0.00	\$505.85 76.41%
100.2222.52200.21.00000 Social Security Library Elementary	\$2,083.00	\$412.49	\$412.49	\$1,670.51	\$0.00	\$1,670.51 80.20%
100.2222.52200.22.00000 Social Security Library Middle/High	\$4,559.00	\$973.12	\$973.12	\$3,585.88	\$0.00	\$3,585.88 78.65%
100.2222.52310.21.00000 Nonteacher Retirement Library Elementary	\$3,472.00	\$961.61	\$961.61	\$2,510.39	\$0.00	\$2,510.39 72.30%
100.2222.52320.22.00000 Teacher Retirement Library Middle/High	\$11,461.00	\$2,684.82	\$2,684.82	\$8,776.18	\$0.00	\$8,776.18 76.57%
100.2222.54300.22.00000 Repairs Library Equip Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%

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
100.2222.56100.21.00000	\$500.00	\$147.76	\$147.76	\$352.24	\$0.00	\$352.24
Supplies Library Elementary						70.45%
100.2222.56100.22.00000	\$400.00	\$290.67	\$290.67	\$109.33	\$70.33	\$39.00
Supplies Library Middle/High						9.75%
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	\$3,152.95	\$3,152.95	\$1,847.05	\$115.78	\$1,731.27
Books & Information Resources Library Middle/High						34.63%
100.2222.56420.21.00000	\$1,500.00	\$1,375.68	\$1,375.68	\$124.32	\$525.00	(\$400.68)
Other Information Resources Library Elem						-26.71%
100.2222.56420.22.00000	\$4,122.00	\$2,406.90	\$2,406.90	\$1,715.10	\$0.00	\$1,715.10
Other Information Resources Library Middle/High						41.61%
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%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.51100.20.00000 SAU Salaries	\$166,446.00	\$71,017.70	\$71,017.70	\$95,428.30	\$102,428.30	(\$7,000.00) -4.21%
100.2320.52110.20.00000 Health Insurance SAU	\$34,350.00	\$11,288.30	\$11,288.30	\$23,061.70	\$0.00	\$23,061.70 67.14%
100.2320.52120.20.00000 Dental Insurance SAU	\$2,256.00	\$1,373.80	\$1,373.80	\$882.20	\$0.00	\$882.20 39.10%
100.2320.52200.20.00000 Social Security SAU	\$12,733.00	\$5,310.16	\$5,310.16	\$7,422.84	\$0.00	\$7,422.84 58.30%
100.2320.52310.20.00000 NH Retirement SAU	\$7,834.00	\$3,013.20	\$3,013.20	\$4,820.80	\$0.00	\$4,820.80 61.54%
100.2320.53000.20.00000 Purchased Services SAU	\$73,575.00	\$4,100.00	\$4,100.00	\$69,475.00	\$0.00	\$69,475.00 94.43%
100.2320.53130.20.00000 Background Checks	\$4,000.00	\$1,937.00	\$1,937.00	\$2,063.00	\$0.00	\$2,063.00 51.58%
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	\$2,287.76	\$2,287.76	\$20,712.24	\$1,398.39	\$19,313.85 83.97%
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	\$1,718.78	\$1,718.78	\$781.22	\$0.00	\$781.22 31.25%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$1,641.66	\$1,641.66	\$2,608.34	\$227.41	\$2,380.93 56.02%
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%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 11/30/2025

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
100.2320.57300.20.00000 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	\$86,193.90	\$86,193.90	\$137,910.10	\$140,414.94	(\$2,504.84) -1.12%
100.2330.52110.20.00000 Health Insurance Special Services Admin	\$73,641.00	\$24,003.40	\$24,003.40	\$49,637.60	\$0.00	\$49,637.60 67.40%
100.2330.52120.20.00000 Dental Insurance Special Services Admin	\$2,822.00	\$1,023.65	\$1,023.65	\$1,798.35	\$0.00	\$1,798.35 63.73%
100.2330.52200.20.00000 Social Security Special Services Admin	\$17,144.00	\$6,197.70	\$6,197.70	\$10,946.30	\$0.00	\$10,946.30 63.85%
100.2330.52310.20.00000 NH Retirement Special Services Admin	\$6,919.00	\$2,661.20	\$2,661.20	\$4,257.80	\$0.00	\$4,257.80 61.54%
100.2330.52320.20.00000 Teacher Retirement	\$32,660.00	\$12,561.41	\$12,561.41	\$20,098.59	\$0.00	\$20,098.59 61.54%
100.2330.55800.20.00000 Travel Special Services Admin	\$2,000.00	\$1,745.76	\$1,745.76	\$254.24	\$0.00	\$254.24 12.71%
100.2330.56100.20.00000 Supplies Special Services Admin	\$315.00	\$129.99	\$129.99	\$185.01	\$0.00	\$185.01 58.73%
100.2330.58100.20.00000 Dues & Fees Special Services Admin	\$5,000.00	\$2,799.90	\$2,799.90	\$2,200.10	\$0.00	\$2,200.10 44.00%
100.2400.51100.20.00000 Teacher Retirement Stipends CBA Appendix A.D	\$54,203.00	\$1,500.00	\$1,500.00	\$52,703.00	\$0.00	\$52,703.00 97.23%
100.2400.51100.21.00000 Admin Salaries Elementary	\$195,083.00	\$73,246.32	\$73,246.32	\$121,836.68	\$133,890.84	(\$12,054.16) -6.18%
100.2400.51100.22.00000 Admin Salaries Middle/High	\$269,376.00	\$101,364.08	\$101,364.08	\$168,011.92	\$171,921.52	(\$3,909.60) -1.45%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.52110.21.00000	\$69,285.00	\$26,527.62	\$26,527.62	\$42,757.38	\$0.00	\$42,757.38
Health Insurance Admin Elementary						61.71%
100.2400.52110.22.00000	\$119,226.00	\$45,851.80	\$45,851.80	\$73,374.20	\$0.00	\$73,374.20
Health Insurance Admin Middle/High						61.54%
100.2400.52120.21.00000	\$2,822.00	\$1,275.35	\$1,275.35	\$1,546.65	\$0.00	\$1,546.65
Dental Insurance Admin Elementary						54.81%
100.2400.52120.22.00000	\$3,240.00	\$1,542.90	\$1,542.90	\$1,697.10	\$0.00	\$1,697.10
Dental Insurance Admin Middle/High						52.38%
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	\$5,132.18	\$5,132.18	\$9,791.82	\$0.00	\$9,791.82
Social Security Admin Elementary						65.61%
100.2400.52200.22.00000	\$20,607.00	\$6,968.39	\$6,968.39	\$13,638.61	\$0.00	\$13,638.61
Social Security Admin Middle/High						66.18%
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	\$4,287.95	\$4,287.95	\$7,453.05	\$0.00	\$7,453.05
Nonteacher Retirement Admin Elementary						63.48%
100.2400.52310.22.00000	\$6,813.00	\$2,599.81	\$2,599.81	\$4,213.19	\$0.00	\$4,213.19
Nonteacher Retirement Admin Middle/High						61.84%
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	\$7,618.00	\$7,618.00	\$12,189.00	\$0.00	\$12,189.00
Teacher Retirement Admin Elementary						61.54%
100.2400.52320.22.00000	\$37,408.00	\$14,387.60	\$14,387.60	\$23,020.40	\$0.00	\$23,020.40
Teacher Retirement Admin Middle/High						61.54%
100.2400.53200.22.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$73.25	(\$73.25)
NEASC						0.00%

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
100.2400.53300.21.00000 Professional Svcs Contractrrs	\$0.00	\$0.00	\$0.00	\$0.00	\$798.00	(\$798.00) 0.00%
100.2400.55340.21.00000 Postage Admin Elementary	\$1,500.00	\$373.74	\$373.74	\$1,126.26	\$0.00	\$1,126.26 75.08%
100.2400.55340.22.00000 Postage Admin Secondary	\$6,000.00	\$2,285.33	\$2,285.33	\$3,714.67	\$0.00	\$3,714.67 61.91%
100.2400.55800.21.00000 Travel & Conferences Admin Elementary	\$425.00	\$6,260.94	\$6,260.94	(\$5,835.94)	\$0.00	(\$5,835.94) -1373.16%
100.2400.55800.22.00000 Travel & Conferences Admin Secondary	\$1,000.00	\$297.40	\$297.40	\$702.60	\$399.00	\$303.60 30.36%
100.2400.56100.21.00000 Supplies Admin Elementary	\$3,600.00	\$590.70	\$590.70	\$3,009.30	\$0.00	\$3,009.30 83.59%
100.2400.56100.22.00000 Supplies Admin Middle/High	\$1.00	\$562.37	\$562.37	(\$561.37)	\$45.05	(\$606.42) -60642.00%
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	\$68,966.00	\$68,966.00	\$121,576.00	\$120,336.20	\$1,239.80 0.65%
100.2500.52110.20.00000 Health	\$44,025.00	\$16,932.50	\$16,932.50	\$27,092.50	\$0.00	\$27,092.50 61.54%
100.2500.52120.20.00000 Dental	\$2,160.00	\$766.50	\$766.50	\$1,393.50	\$0.00	\$1,393.50 64.51%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,500.00	\$4,266.71	\$4,266.71	\$17,233.29	\$0.00	\$17,233.29 80.15%
100.2500.52200.20.00000 Social Security	\$14,576.00	\$5,094.28	\$5,094.28	\$9,481.72	\$0.00	\$9,481.72 65.05%

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
100.2500.52310.20.00000	\$7,450.00	\$2,865.60	\$2,865.60	\$4,584.40	\$0.00	\$4,584.40
Retirement						61.54%
100.2500.52320.20.00000	\$22,497.00	\$8,652.60	\$8,652.60	\$13,844.40	\$0.00	\$13,844.40
Teacher Retirement						61.54%
100.2500.52500.20.00000	\$10,219.00	\$0.00	\$0.00	\$10,219.00	\$0.00	\$10,219.00
Unemployment Insurance						100.00%
100.2500.52600.20.00000	\$30,019.00	\$30,019.00	\$30,019.00	\$0.00	\$0.00	\$0.00
Workers' Comp Ins						0.00%
100.2500.56500.20.00000	\$17,300.00	\$0.00	\$0.00	\$17,300.00	\$0.00	\$17,300.00
Business Software						100.00%
100.2500.58100.20.00000	\$2,000.00	\$20.00	\$20.00	\$1,980.00	\$0.00	\$1,980.00
Dues & Fees Business						99.00%
100.2600.51100.20.00000	\$423,904.00	\$154,304.20	\$154,304.20	\$269,599.80	\$212,385.32	\$57,214.48
Custodian Salaries						13.50%
100.2600.52110.20.00000	\$272,512.00	\$83,303.28	\$83,303.28	\$189,208.72	\$0.00	\$189,208.72
Health Insurance Custodians						69.43%
100.2600.52120.20.00000	\$2,160.00	\$1,030.86	\$1,030.86	\$1,129.14	\$0.00	\$1,129.14
Dental Insurance Custodians						52.28%
100.2600.52200.20.00000	\$32,429.00	\$10,965.83	\$10,965.83	\$21,463.17	\$0.00	\$21,463.17
Social Security Custodians						66.19%
100.2600.52310.20.00000	\$52,390.00	\$18,321.41	\$18,321.41	\$34,068.59	\$0.00	\$34,068.59
Nonteacher Retirement Custodians						65.03%
100.2600.53000.20.00000	\$62,000.00	\$27,165.58	\$27,165.58	\$34,834.42	\$0.00	\$34,834.42
Building & Grounds Contract Services						56.18%
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	\$4,418.00	\$4,418.00	\$15,532.00	\$0.00	\$15,532.00
Disposal Services						77.85%

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
100.2600.54300.20.00000	\$60,000.00	\$23,878.45	\$23,878.45	\$36,121.55	\$0.00	\$36,121.55
Repairs & Maintenance						60.20%
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	\$375.00	\$375.00	\$1,125.00	\$0.00	\$1,125.00
Training & Travel						75.00%
100.2600.56100.20.00000	\$43,000.00	\$10,031.32	\$10,031.32	\$32,968.68	\$0.00	\$32,968.68
Supplies						76.67%
100.2600.56110.20.00000	\$38,000.00	\$8,536.88	\$8,536.88	\$29,463.12	\$448.49	\$29,014.63
Maintenance Supplies						76.35%
100.2600.56220.20.00000	\$188,000.00	\$62,028.84	\$62,028.84	\$125,971.16	\$0.00	\$125,971.16
Electricity						67.01%
100.2600.56230.20.00000	\$15,500.00	\$3,045.20	\$3,045.20	\$12,454.80	\$0.00	\$12,454.80
Bottled Gas						80.35%
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	\$165.90	\$165.90	\$3,734.10	\$0.00	\$3,734.10
Gasoline						95.75%
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	\$2,574.56	\$2,574.56	\$13,036.44	\$12,506.25	\$530.19
Transportation Salaries						3.40%
100.2700.52200.20.00000	\$1,194.00	\$196.96	\$196.96	\$997.04	\$0.00	\$997.04
Social Security						83.50%
100.2700.55191.20.00000	\$388,547.00	\$57,255.32	\$57,255.32	\$331,291.68	\$0.00	\$331,291.68
Regular Student Transportation						85.26%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2700.55192.20.00000 Special Education Transportation	\$408,000.00	\$75,188.84	\$75,188.84	\$332,811.16	\$0.00	\$332,811.16 81.57%
100.2725.55170.22.00000 Athletic Transportation	\$50,000.00	\$9,511.65	\$9,511.65	\$40,488.35	\$0.00	\$40,488.35 80.98%
100.2725.55190.21.00000 Field Trips/Cocurricular	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2725.55190.22.00000 Field Trips/Cocurricular	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2725.55191.22.00000 Van Operating Costs	\$5,000.00	\$214.01	\$214.01	\$4,785.99	\$0.00	\$4,785.99 95.72%
100.2840.51100.20.00000 Salaries Technology	\$163,640.00	\$76,955.10	\$76,955.10	\$86,684.90	\$123,176.00	(\$36,491.10) -22.30%
100.2840.52110.20.00000 Health Tech	\$68,782.00	\$25,888.71	\$25,888.71	\$42,893.29	\$0.00	\$42,893.29 62.36%
100.2840.52120.20.00000 Dental Tech	\$2,404.00	\$991.22	\$991.22	\$1,412.78	\$0.00	\$1,412.78 58.77%
100.2840.52200.20.00000 Social Security Tech	\$12,518.00	\$5,544.76	\$5,544.76	\$6,973.24	\$0.00	\$6,973.24 55.71%
100.2840.52310.20.00000 Nonteacher Retirement	\$20,864.00	\$9,147.55	\$9,147.55	\$11,716.45	\$0.00	\$11,716.45 56.16%
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	\$2,625.22	\$2,625.22	\$15,648.78	\$0.00	\$15,648.78 85.63%
100.2840.55310.20.00000 Phone Internet	\$31,000.00	\$9,022.11	\$9,022.11	\$21,977.89	\$0.00	\$21,977.89 70.90%

Hinsdale School District

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
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	\$20,120.31	\$20,120.31	\$14,090.69	\$0.00	\$14,090.69 41.19%
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%
Fund: 100	\$15,469,017.00	\$4,275,556.86	\$4,275,556.86	\$11,193,460.14	\$4,533,201.71	\$6,660,258.43

Hinsdale School District

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Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance %

Remaining Bud

Grand Total:

\$15,469,017.00

\$4,275,556.86

\$4,275,556.86

\$11,193,460.14

\$4,533,201.71

\$6,660,258.43

End of Report

Report from the
DIRECTOR OF
ACADEMICS &
CAREER READINESS

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

November 2025

The last month we have been very busy planning for our two PD days in November. It's always a bit challenging to plan for these days and ensure that we are completing required training AND needed training. The following topics will be covered:

- CPI (Crisis Prevention)
- NCI (Nonviolent Crisis Prevention (Parts I & II))
- Explicit Instruction through Literacy
- Suicide Prevention
- Portrait of a Learner
- SABERS
- MTSS-B
- ALICE make-up training
- Student Agency-Goal setting
- Advisory training
- Giraffe award

All teachers will also have time on the second PD to develop their own collaborative work sessions that meet their grade level/content area needs. Teachers are required to submit their proposals for their work and they must work in teams. The who and what of their work will be decided by them.

We are also excited to be able to offer options to all paras who wish to attend these days. These days are not part of their contracted days, but they can use their PD money to attend these days.

They will be able to participate in the following:

- CPI
- Explicit Instruction through Literacy
- Collaborative work sessions
- EdWeb webinars
- Suicide Prevention

Student Agency:

Our Student agency group have completed empathy interviews from all students in the middle/High school. Mining the data that they collected will take time to get through.

They focused on the following questions:

- When was a time in school, that you felt like your voice was heard?
- What is one thing you wish you could change about the school?
- What is something that happens in our school that allows students to have a voice?

They have a lot of data and feel like most students spoke openly and honestly about their experiences here at HMHS.

Once the data has been synthesized, they will identify common themes and present these back to the students as well as report out to administration and school board.

ELO:

Here is a list of our Current ELO placements:

Benedicts Construction	HMHS Preschool
Hinsdale Transfer Station	Winchester Learning Center
Monadnock Humane Society	HMHS Social Studies
L&O Construction	Flawless detailing
Walpole Vet	Gassett Energy (in progress)
Westminster Vet	Winchester Wildlife
Newbrook Fire Dept.	Applewood Healthcare
Stetson Electric	Abbey group
HMHS IT Dept.	Brattleboro Reformer
HMHS HASP	Stetson Electrical

Respectfully Submitted,
Karen Thompson

Report from the
PRINCIPAL

Hinsdale Middle High
School

HINSDALE MIDDLE / HIGH SCHOOL

49 School Street
Hinsdale, New Hampshire 03451

Anna M. Roth
Principal

Patricia A. Wallace
Director of Student Services

Christopher S. Ponce
Assistant Principal

Sam Kilelee
Athletic Director

HMHS Board Report for November 2025

Submitted 11/5/25 by Anna Roth

- **Congratulations to all of our fall athletes for their efforts this season. Boys Varsity Soccer made it to the quarterfinal round once again.**
- **Our High School Band was invited (and accepted an invitation) to perform at the Walmart Grand Re-Opening on Friday, 11/7. We are proud of our musicians and Mr. Thurston for the recognition they receive!**

Academics

This week marks the start of second quarter. Report cards for Q1 will be made available electronically no later than 11/12/25. The timing of parent teacher conferences this week provides a great opportunity for parents to gain an understanding of their child(ren)'s progress and areas for improvement moving into the second half of the quarter. As of the date of this report there are 237 conferences booked!

Our NEASC visit went extremely well. The visiting team was impressed by what they saw, specifically by the students from the student agency group and Leadership Seminar who served as either tour guides or members of the student panel. During my debrief meeting with the team, they shared that each group of stakeholders explicitly speak to a noticeable change in the culture and climate here at HMHS over the last two years. We look forward to receiving written feedback from the team to help guide our work leading up to our Decennial Accreditation visit in October 2027.

Social Emotional

This month's advisory focus is on career planning. Thank you to Kate Allen for sharing resources for both middle and high school students to support their career exploration.

During the November PD days, staff will engage in several sessions in support of social emotional wellness for students: Suicide Prevention, Crisis Prevention Institute Verbal Deescalation training, and continued work on our advisory model.

Perseverance Advocacy Collaboration Empathy Responsibility Scholarship

SAU 92 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 92 also provides equal access to buildings for youth groups. Link to Training - <https://nhprimex.org/explore-training/single/understanding-sexual-harassment/> Questions about Title IX can be referred to the SAU 92 Superintendent, Dr. David Ryan, dryan@hnhsd.org or 603-336-5728

Stay tuned for disciplinary data.

Transition

We had an exciting and positive first visit with the Winchester 8th grade students this month. The students went on small group tours led by members of Student Agency, heard from a panel of current 9th grade students, and then spent some time engaged in getting-to-know-you and teambuilding activities with the Hinsdale 8th grade students. Attached is their first class photo! Our next transition visit will be in early December.

We also have welcomed many Winchester students to our first two middle school dances. It's a low-risk, fun opportunity for students and staff to become familiar with one another and start building community for the future. Winchester staff has also indicated that they would like to invite our middle school students to their upcoming dances.

Enrollment (as of 11/5/25)

6 th	46	
7 th	43	
8 th	38	
9 th	45	
10 th	40	
11 th	39	2 WRCC
12 th	35	5 WRCC
Total	286	

Upcoming Events

11/6 & 11/7 Parent Teacher Conferences

11/11 No School (Veterans Day)

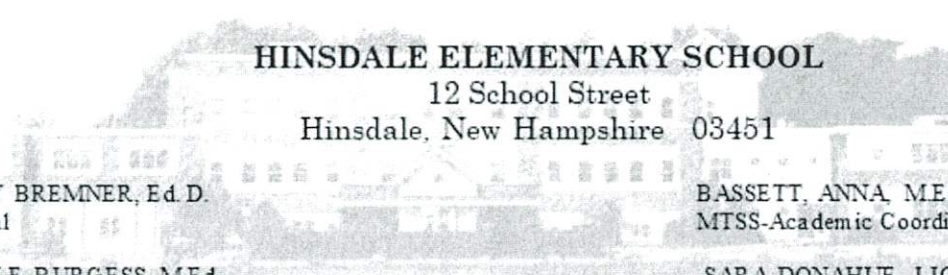
11/15 Holiday Bazaar

11/24 - 11/28 Thanksgiving Break



Report from the
PRINCIPAL

Hinsdale Elementary
School



HINSDALE ELEMENTARY SCHOOL

12 School Street
Hinsdale, New Hampshire 03451

MOLLY BREMNER, Ed.D.
Principal

SARAH E. BURGESS, MEd.
Special Education Coordinator

BASSETT, ANNA, MEd.
MTSS-Academic Coordinator

SARA DONAHUE, LICSW
Social Worker

November 2025

Instruction:

We have completed our first cycle of assessing and providing purposeful and efficient instruction to students. All students at HES have at least two goals they are working on that are individualized to meet their needs. This process was new. It had challenges. It had bumps. We kept going and the kids are already using phrases weekly about their goals. Fifth grade staff are taking it further and having kids set weekly goals! Keeping that drive and engagement while including students is creating a space for student agency and MTSS to improve literacy and numeracy. We continue to focus on explicit instructional practices, deepening the use of our ELA and Math curriculum, exploring some new science kits, and continuing to do so with joy.

We completed our beginning of year benchmarking and held parent teacher conferences.

Data presentation separate

Operations:

We continue to seek a permanent 3rd grade teacher but are thankful for the instruction and care being given by our long-term substitute.

We continue to seek school nurses. This gap significantly impacts the front office as Mrs. Bean and I are the first to support health needs including continuous monitoring of chronic conditions, providing medications, providing basic first aid, and making decisions of when

students should or shouldn't be in school. We are thankful for the few days a week we have a substitute and for Jan at HMHS for being just a phone call away for consultation. We have hired two new special education paraprofessionals that are starting soon. We still will have a contracted position and an open general education paraprofessional position.

We hired another full time Title 1 staff member, and a part time Title 1 staff member. Jess Seymour and Maryanne O'Malley were already employed but took on new/added roles to support our students in another way. Ms. Bassett has been working hard to train them in the Science of Reading and the procedures of being interventionists, while our veteran staff have supported navigating the day-to-day needs and challenges of supporting small groups.

We are deeply engaged in the budget process for the next school year. We continue to be excited about the ongoing growth of our preschool programming. Student achievement starts early, and we are already seeing the strengths in our current 1st and kindergarten classrooms of the students that attended a preschool program (not all ours). We are using data and considering the strategic plan to ensure that even in the first year we are moving towards those goals.

Appreciation:

Thank you to the HFD for their fire safety work with all of our students.

Thank you to the Lions club for doing the vision screenings for the school.

Thank you to Rachel, one of our bus drivers, for donating school supplies.

Upcoming Events:

November All School Meeting- TBD (but will be by the meeting)

PTA Meeting: December 3rd 6-7

Winter Concert December 17th at 6:30

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.hnhbsd.org

Justin Therieau
Director of Technology
November 2025 Technology Report

Hinsdale School Board,

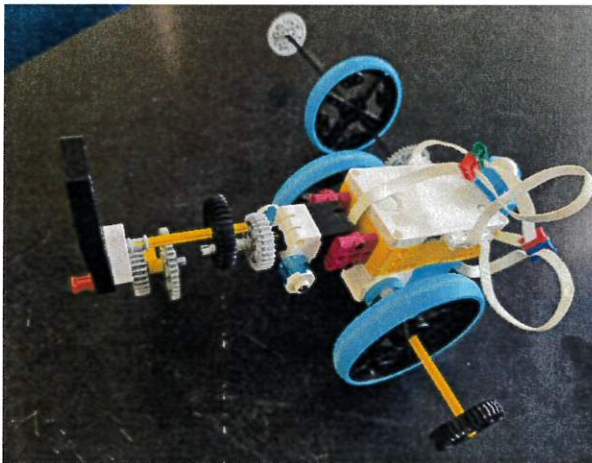
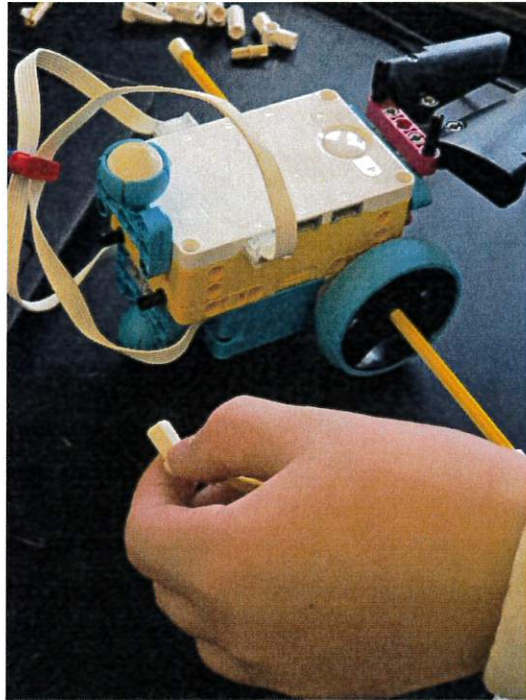
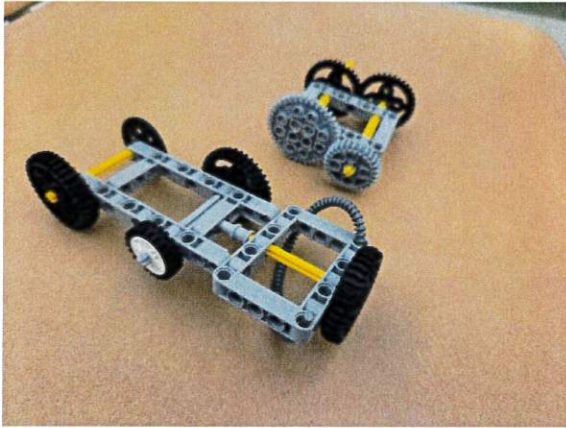
This month the technology department supported the NEASC committee who came on site to perform the work needed for the HHS self-study. We supplied a printer in the SAU conference room and a separate Wi-Fi network for them to perform their work while keeping their devices segmented from our main network.

The helpdesk has slowed down, which has provided time to dive into other projects. Amongst these projects were expanding Wi-Fi in a couple weak areas at HES, organizing the old laptops and carts at HMHS, and taking inventory and organizing a pickup of e-waste items to be recycled. Many of the devices that are being recycled have been picked apart to keep other devices working and there are no complete/working devices being recycled.

Daisy planned and organized two after school sessions at HMHS for teachers to learn more about OneDrive. Daisy has continued to work with a student at HMS during their robotics class. The student has shown a great deal of growth since this 1:1 effort has begun. There has been a focus on learning through an iterative process.

The 2026-2027 IT budget has been developed and presented to Dr. Ryan and Jane Fortson. The main changes in the budget have been a focus on staff development opportunities, providing equipment for Winchester students who are coming onboard in the fall, and investing in a tool to allow teachers and admin to monitor and control student use of devices more effectively. These changes were able to be made by keeping other lines tight to prior years' actual expenditures which resulted in a flat department budget.

Photos of the student's 1:1 robotics time with Daisy Frederick.



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.
Director of Academics and Career
Readiness

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

Student Services Board Report for November 2025

Submitted November 3, 2025, by Patricia Wallace, M.Ed., CAGS

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

- Received Indicator 11 determinations on October 16, 2025. Indicator 11 is Timeliness of Initial Evaluations. This means having the referral meeting within 15 business days of receipt and completing the evaluations within 60-day timeline after parent permission is received. In school year 2024-2025 we had 27 initial evaluations, and we were at 100% compliance rate.

Ongoing projects through Special Education:

- LEA Determinations Leadership group submitted root cause analysis to the state on October 20, 2025. This work will continue throughout the year.
- Working with the related services providers and the business office to include a few students that receive many services in Special Education Aide. This could create more revenue for the district.
- Hinsdale will be going through Program Approval Fall of 2028. They will be auditing 2026-2027 and 2027-2028 for this data. The goal of the department is to utilize this year to make sure everything is being compliant. Last year the focus was on Written Prior Notice and other Paperwork needs. This year's focus is service logs completion.

Numbers in Special Education for October 2025:

- Number of Special Education Students that moved out of district: 0
- Number of Special Education Students that moved into the district: 0
- Number of new referrals made in October: 6-10
 - 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: 1-5

Celebrations and others information:

- The featured staff member for this Month is Tammy Stebbins. She is a Special Education Paraeducator at the Middle/High School.
- I have included two documents with my report this month:
 - One is the NHASEA (New Hampshire Association of Special Education Administrators) NH Special Education 2024-2025 Fact sheet which was released October 2025.
 - The second is from the NH schools Funding Fairness Project for 2024 School Funding and Special Education by Carly Prescott, MPP. Again, this was released October 2025.

Individual Employee Plan (I.E.P)

Hi, I'm Tammy Stebbins

What is one thing about you that you want the school committee to know about you?

I'm an extremely hard worker and the students I work with always comes first.

I work best when it's quiet but I've been known to work great under pressure.

My family members are my husband Jesse and my daughter Alexis.

What is your best professional accomplishment I've been working with children for 24 years.

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

My preferred learning style is visual

My favorite memory teaching When I've been working with my student writing the letters a and b and he finally gets it. I get so excited, and I just start clapping. I make a big deal when he achieves a goal.

I manage a stressful situation by trying and stay calm

I relax by going for walks and being with family.

I can live without coffee

I prefer Coffee over tea

If I won the lotto for \$200 million the first three things I would buy are: renovation of my house, help my daughter with her college courses and pay off bills.

Where did you go to High School: Hinsdale Middle High School

I started by career as an educator because I love working with children and I love the feeling you get when they achieve a goal you have been working on.

As the Director of Student Services, I appreciate Tammy for dedication and attention to helping students. Tammy has a way of pushing students to get the most from students academically. Tammy was a Leading member of the Travel Club that brought students to Puerto Rico. Tammy has been a long leader with the Middle School HASP program. Thank you, Tammy, for everything you do for the Hinsdale Community and students at Hinsdale Middle/High School.

NH SPECIAL EDUCATION

2024-2025 Fact Sheet



FOLLOWING IDEA

State Education Agencies (NHED) and Local Education Agencies (Districts) are required to meet the legal obligations dictated by the Individuals with Disabilities Act (IDEA). This is measured through the State Performance Plan (SPP) which evaluates a state's efforts to implement the requirements and purposes of IDEA.

HOW DOES NH RATE:

Determination Information

U.S. Department of Education (Department) issued its 2022 determinations for States on their implementation of the Individuals with Disabilities Education Act (IDEA) for Part B and Part C.

NH is one of six states that was determined by OSEP to be in need of assistance for meeting the requirements for IDEA part B (students with disabilities ages 3-22).

Out of the districts in New Hampshire, 46 meet requirements, 115 need assistance, and 13 require intervention. No districts are classified as needing substantial intervention.

NH is one of twenty-five states that was determined to meet the requirements of IDEA part C (students with disabilities birth to 3 years old). NH continues to meet the requirement.

INDICATOR 8:

Parent Involvement in Special Education Survey

- 8% of Parents of students with disabilities completed the survey. This was a rise in participation.
- 69.78% of respondents were satisfied with their inclusion in planning and decision making for their child's special education needs.

EXAMPLES FROM NH STANDARDS THAT ARE IN EXCESS OF FEDERAL LOW

- Educating a student to the age of 22 in excess of 21.
- IDEA requires persons administering assessments to be "trained and knowledgeable"; however, NH goes beyond and requires that they be licensed and certified.
- SAC membership exceeds what is required by IDEA.
- IDEA allows for a parent of a child or a public agency to initiate a referral. NH allows anyone to make a referral.
- There is no requirement in IDEA to respond with 15 days to referral. IDEA requires each state to have policies in place for Childfind.

STEADY INCREASE

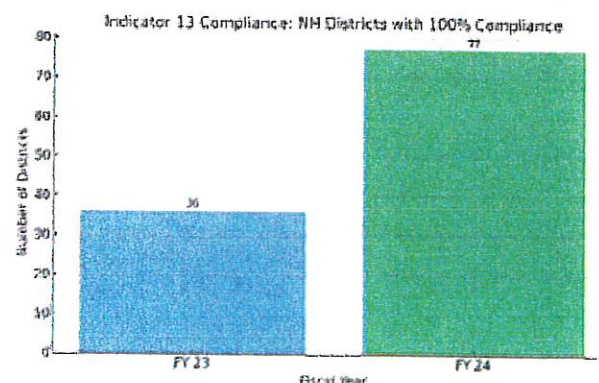
- In 2001, 14.6% of students enrolled in NH public schools are identified with an educational disability.
- In 2022, 19.7% of students enrolled in NH public schools are identified with an educational disability.

INCREASE IN SPECIAL ED.

- Since 2001, the percentage of students identified with special education has increased steadily.

SPECIAL ED. IN PUBLIC CHARTER SCHOOLS

In NH, when a student with disabilities enrolls in a chartered public school, the responsibility for providing and funding special ed. services primarily rests with the student's resident school district. The resident district is obligated to ensure that the student receives a Free Appropriate Public Education (FAPE) in accordance with their Individualized Education Program (IEP). This includes convening IEP meetings, determining necessary services, and implementing the IEP. The district may provide these services directly at the charter school, contract with external providers, or arrange for services at other locations, depending on the student's needs. NH Dept. of Ed



NH SPECIAL EDUCATION

2024-2025 Fact Sheet



The term "court-ordered placement payments" refers to financial support for special education costs, provided according to RSA 186-C:19-b, II. Under this statute, the Department of Education covers up to three times the estimated average state expenditure per pupil from the prior school year. For a student to qualify for these payments:

- There must be a court order for the school year that places the student in a residential school, foster care, or group home.
- The student cannot attend a public school.
- The Department of Health and Human Services (DHHS) must be financially responsible for the student's residential costs.
- The student must be enrolled in a special education day program approved by the Department of Education for their primary disability.
- Additionally, school districts must ensure all special education documentation is current and aligns with the billed services.

MEDICAID

Reimbursements totaled more than \$52,000,000.

Total Reimbursements to NH Schools Year	Total Reimbursement to Schools
2019	\$26,379,998
2020	\$8,223,474
2021	\$12,592,745
2022	\$13,630,742
2023	\$13,295,721

Federal IDEA Part B Funding	2022	2023	2024	2025
NH DOE	\$53,802,097	\$55,346,739	\$58,552,165	\$58,546,033
Districts Received	\$47,205,421	\$48,267,146	\$50,933,073	\$50,430,969
Funds not distributed to the Districts	\$6,596,676	\$7,079,593	\$7,619,092	\$8,115,064

SPECIAL ED. AID

Under RSA186-C:18, The NH Department of Education is liable for 80% of the cost above 3 ½ times the estimated state average expenditure per pupil for the school preceding the year of distribution, and up to 10 times the estimated state average expenditure per pupil for the school preceding the year of distribution. In FY 23, the state paid 97%, in FY 24 they paid 86% and in FY 25 are only reimbursing 66%. This is a drastic decline in funding from the state.

DUE PROCESS HEARINGS

Another potential impact on school district budgets is Due Process Hearings. There has been an increase in the number of Due Process requests for FY 2024. There were 27 resolved cases and 11 that heard by a hearing officer who issued a decision.

NEW HAMPSHIRE ASSOCIATION OF SPECIAL ED. ADMINISTRATORS

NH Association of Special Education Administrators is a non-profit, professional organization that promotes high quality education and leadership through professional learning, strong partnerships, and the pursuit of solutions to complex challenges within a diverse educational community. We are committed to being a voice for equity and excellence in the education of students with exceptional needs.

Jane Bergeron-Beaulieu

NHASEA Executive Director

25 Triangle Park Drive, #103, Concord NH

(o) 603-224-7555 (c) 603-494-1149

2024 School Funding and Special Education

Carly Prescott, MPP



NH SCHOOL
Funding Fairness
Project

Public education aims to foster student achievement and ensure equitable access for all learners, including students with disabilities. Individualized Education Programs (IEPs) remain vital in addressing the unique needs of these students, providing critical services to support their success. This updated report reflects the most current data on IEP services and examines how the reliance on local property taxes to fund these essential programs has increased over the past two years due to inadequate state funding.

Key Findings:ⁱ

- In 2023-24, 31,469 New Hampshire students received IEP services in public schools. This was 20% of students.
- The average cost to educate a student with a disability is \$49,812.95; this figure is \$31,093.37 more than the average cost (\$18,719.58) to educate students who do not receive these services.
- In 2024, state and federal governments covered only 16.65% of services for students with disabilities, down 1% from the previous year.
- The state's average special education contribution was \$3,285, only 10.57% of the actual cost.
- Special Education Aid (formerly called Catastrophic Aid) accounted for just 3.68% of the total funding for disability services.
- The highest proportion of spending was in Brentwood School District, at 46.72%.
- 70 out of 176 New Hampshire public school districts spent over 25% of their total expenditure on special education services in 2024, up 10 districts from 2023.

Funding Structure: In 2023-24, New Hampshire's public school operating costs were \$3.88 billion, with \$978 million spent on disability services. Local property taxes funded 83% of special education revenues, while state and federal governments contributed 16.65%. The average cost per student, including transportation, was \$25,036. Excluding IEP costs, this average dropped to \$18,719.

Special Education Expenditures

Function	Amount
Instruction	\$687,588,592.41
Instruction Related	\$173,329,014.74
Administration	\$40,733,357.16
Legal	\$1,689,248.95
Transportation	\$75,145,718.85
Total	\$978,485,932.11

State and Federal Revenues

Source	Amount
State Special Education Aid (Catastrophic Aid)	\$35,983,720.44 ⁱⁱⁱ
Federal Disabilities Programs	\$50,841,682.25
Medicaid Distributions	\$8,662,622.31
Special Education Adequacy	\$67,407,189.66
Total	\$162,895,214.66

2024	as Calculated by DOE	Isolated Costs	
		Special Education	No Special Education
Total operating costs	\$3,878,297,501.55	\$978,485,932.11	\$2,899,811,569.44
Pupils	154,907.97	31,469.28	154,907.97
Cost/pupil	\$25,036.14	\$31,093.37	\$18,719.58

Costs: The number of students requiring IEPs and the associated costs can vary greatly each year, causing budget instability. Smaller districts, such as Brentwood and Benton, have experienced significant fluctuations in disability services, impacting their overall budgets more heavily than larger districts. In 2024, 40% of New Hampshire school districts spent over 25% of their budgets on disability services.



New Hampshire's current funding system disproportionately burdens local property tax payers. Year after year, these disparities continue to grow. To provide stable and equitable funding, the state must assume a larger share of disability services, ensuring all students have access to necessary resources. Addressing these funding disparities is vital to more effectively supporting students with disabilities. **Scan the QR code for the full report!**

ⁱ These data exclude the Newfound Area School District

ⁱⁱ Between 2023 and 2024, Medicaid distributions dropped by over \$7 million. During the same period, Medicaid Continuous enrollment was phased out. Read more here: [Medicaid Continuous Enrollment](#)

ⁱⁱⁱ Special Education Aid is up in 2023-24 due to HB1813 requiring students to receive care until their 22nd birthday.

School Funding and Special Education: It Continues to Get Worse

February 2025

Carly Prescott, MPP

Introduction

One of the primary purposes of public education is to "promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."¹ This means that all students—regardless of race, gender, ethnicity, or disability—should have equitable educational opportunities. To meet the diverse needs of students across the state Individualized Education Programs (IEPs) are implemented to ensure that students receive the specialized support they require in school.

Beyond the core services offered in public schools, students with disabilities and IEPs need additional resources and instruction. While these resources are essential, they are also expensive. Due to inadequate state funding, the financial responsibility for these critical services largely falls on local property tax payers.

In New Hampshire, during the 2023-2024 school year, 31,469 (ADM-R)² students—20% of the student population—received special education services. With one in five students relying on these services, and limited state support, many schools and towns struggle to meet complex funding demands. Although special education funding is included in the state's adequate education formula, only 16.65% of the actual costs of these services are covered by state and federal funds. As a result, much like other public education costs, the majority of special education expenses are shifted onto local property tax payers.

This report examines how New Hampshire's inequitable funding structure affects both students with disabilities and the communities that support them.

Key Findings:

- The average **additional** cost to educate one student with an IEP in New Hampshire was \$31,093 in 2024, up 5.2% from 2023.
- The average cost to educate one student without an IEP in New Hampshire in 2024 was \$18,719, a 1.6% increase from 2023.
- State and Federal Governments paid 16.65% of costs associated with Individualized Education Programs (IEPs) in 2024.
- In 2024, 70 (or 40%) of New Hampshire public school districts spent over 25% of their total expenditure on IEP expenses, up 10 districts from 2023.
- Brentwood School District spent 46.7% of its total expenditure on IEP expenses in 2024, the highest proportion in the State.
- The State contributed, on average, \$3,285 additional per student with an IEP, which was only 10.57% of the actual additional cost.
- Special Education Aid (formerly called Catastrophic Aid) provided only 3.68% of the total funding for disability services within New Hampshire's public schools in 2024.

¹ U.S Department of Education

² Average Daily Membership In Residence

How is Special Education Funded?

New Hampshire taxpayers contributed nearly \$3.88 billion to public education in the 2023-24 school year. Of that amount, \$978 million—25.23%—was allocated to disability services, reflecting a 6.91% increase from the previous year. Notably, the costs of special education are rising at more than three times the rate of general education expenses. As with other public school services in the state, funding for students with disabilities relies heavily on local property taxes.

According to data published by the Department of Revenue Administration (DRA) and Department of Education (DoE), on average, 70% of all revenues funding New Hampshire's public schools come from local property taxes (including the Statewide Education Property Tax (SWEPT)). The other 30% of revenues come from the State and the Federal Governments. In 2024, local property taxes funded 83.35% of special education revenues, while state and federal governments contributed 16.65%.

The formula used by the State to determine the grants to schools and communities is based on the Average Daily Membership in Residence (ADM-R) of each community. The State contributed a base grant of \$4,100 for every public school student. The State added \$2,300 for students eligible for free and reduced-priced meals (FRL), an additional \$2,100 for students with IEPs, and an additional \$800 for students who were English language learners. The rest of the costs were paid for by other state grants, federal monies, and local property tax bills.

The average cost per student during the 2023-24 school year, including transportation, was \$25,036. Excluding IEP costs, this average dropped to \$18,719. In Table 1, the costs of education per pupil are displayed. The DoE adequacy grant calculation spreadsheet for 2023-24 noted that 31,469 students received disability services (ADM-R). On average, the cost per pupil for these students was \$49,812. This is **\$31,093 more per student than students without IEPs**. It is important to note that this number hides a huge range. Some students with disabilities require only a few hundred dollars of additional services while others require out-of-district placements that usually cost more than \$100,000 per year.

Table 1

2024	as Calculated by DOE	Isolated Costs	
		Special Education	No Special Education
Total operating costs	\$3,878,297,501.55	\$978,485,932.11	\$2,899,811,569.44
Pupils	154,907.97	31,469.28	154,907.97
Cost/pupil	\$25,036.14	\$31,093.37	\$18,719.58

Breaking Down the Costs

The DoE annually prepares and publishes a file of revenues and distribution of expenditures for all school districts combined.³ For 2023-24, the DoE report stated that total special education costs were **\$978,485,932.11**. Table 2 displays the breakdown of total special education costs.

Table 2

Function	Amount
Instruction	\$687,588,592.41
Instruction Related	\$173,329,014.74
Administration	\$40,733,357.16
Legal	\$1,689,248.95
Transportation	\$75,145,718.85
Total	\$978,485,932.11

How do we pay for it?

Federal regulations like the Individuals with Disabilities Education Act (IDEA) ensure a free and appropriate public education for all children with disabilities. New Hampshire school districts receive aid from the Federal government and the State government to support their IEP programs. The table below displays the monies received by school districts from these sources.

Every year, the DoE collects a DOE-25 spreadsheet from each district. The DOE-25 shows the total received from government sources for 2023-24.

Table 3

Source	Amount	% of total
State Special Education Aid (Catastrophic Aid)	\$35,983,720.44	3.68%
Federal Disabilities Programs	\$50,841,682.25	5.20%
Medicaid Distributions	\$8,662,622.31	0.89%
Special Education Adequacy	\$67,407,189.66	6.89%
Total	\$162,895,214.66	16.65%

On average, the State paid \$3,285 per student with an IEP, just 10% of the total average cost. The federal and state governments together paid only 16.65% of the total costs of these services, which are all a result of federal or state-mandates. Local property taxpayers picked up the remaining 83.35% of the costs associated with IEPs, totaling **\$815,590,717**, \$60 million more than the previous year.

³ The 2023-2024 report indicates that "Special Programs" cost \$745,258,638, 19.7% of all expenditures. This does not mean that 19.7% of all school district costs are for special education. "Special Programs" contains some expenses that are not related to special education. As the DoE accounting handbook states, "Special Education Programs are for students with disabilities, Special Programs is a broader category which also includes non-special education programs." Those include costs for "culturally deprived", bilingual, and gifted and talented programs of schools that might have them. Also importantly, "Special Programs" does not include other important extra costs associated with students who have IEPs. The accounting handbook also states that it does "not include expenditures for psychological services, speech and audiology, occupational therapy, and transportation services. These are reported as student support services and transportation services."

Distribution Among Districts

These costs, however, are not evenly distributed among the districts and towns of the state. More than half of New Hampshire's municipalities have below-average property tax bases, meaning that the total value of taxable property per pupil in these communities is lower than the state average. A lower property tax base limits a municipality's ability to generate sufficient revenue through property taxes, making it more challenging for these communities to fund public services, including special education. Additionally, individual IEP costs are volatile and difficult to predict, further complicating budgeting for towns with tighter financial resources. For these communities, adjusting for the unpredictable costs of special education can be especially challenging.

Additionally, "State Special Education Aid", previously known as Catastrophic Aid, is reimbursed to schools for each student that costs 3.5 times the state average of \$21,534 (\$75,369), or more. Local school districts must meet these students' immediate needs with no additional help from the state until the following year when the reimbursement is paid. However, State Special Education Aid accounts for only 3.68% of funding for IEP services. The \$35,938,720, outlined in Table 3, has remained stagnant and only increased \$2 million in 2023-24 when the state increased the age requirements for public schools to serve children with disabilities until age 21 inclusive.⁴ As aforementioned, this does not meet the needs of all students whose services cost more than \$75,369 each year.

⁴ Students were previously served until they turned 21.

Trends Over Time

Figure 1 shows that over the past three years, the State and Federal government's share of special education funding has steadily decreased, falling from 18.6% in 2022 to 16.65% in 2024. This decline shows a greater share of the financial responsibility shifting to local property tax payers, who must cover the rising costs of providing special education services.

Despite federal mandates requiring schools to meet the needs of students with disabilities, funding from higher levels of government has not kept pace with growing expenses. As a result, local taxpayers bear an increasing burden, forcing difficult budget decisions that can impact the quality and availability of services for students who rely on them.

While the state and federal share of special education funding has declined, total special education expenditures have continued to rise. Figures 2 and 3 show that in 2022, New Hampshire's Public Schools spent approximately \$842.7 million on special education services, a figure that grew to \$915.2 million in 2023 and reached \$978.5 million in 2024.

This increase reflects the rising costs of providing necessary support to students with disabilities, including specialized instruction, staffing, and services. With state and federal contributions covering a shrinking portion of these expenses, local communities are left to fill the gap, placing additional strain on already limited resources.

Figure 1

State and Federal Government Share of SPED Revenues

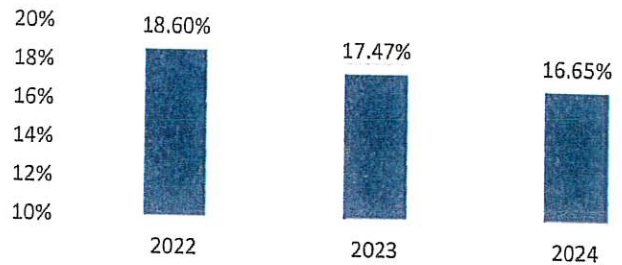


Figure 2

Special Education Expenditures

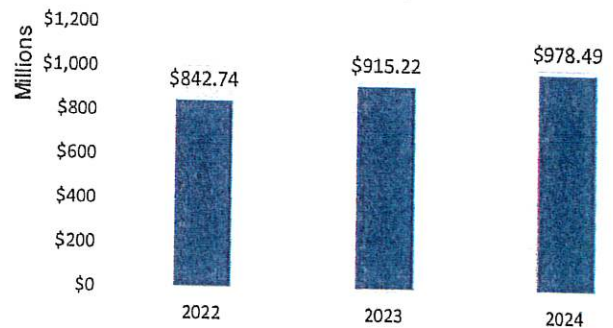
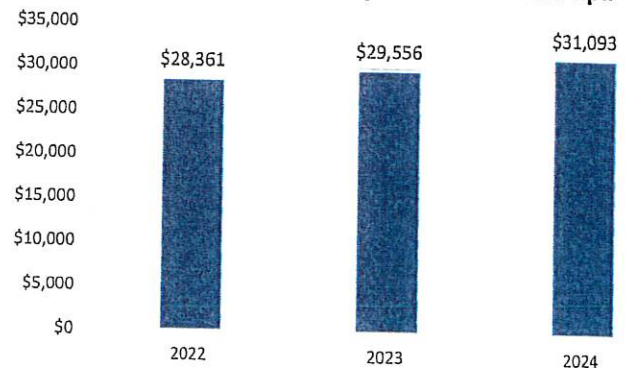


Figure 3

Additional Costs Per Special Education Pupil



Who Spent the Most?

Every community in New Hampshire has students with disabilities. Each year, the number of students with disabilities fluctuates when students move into or out of the school district, or when their service needs change. All these factors influence the total cost of disability services.

In 2024, 70 of the 172 (40%) public school districts in New Hampshire had special education expenditures that **exceeded 25%** of their total budget. Table 4 lists those 70 districts.

Small schools, regional schools, cooperative schools, and larger city schools are represented in this list. No matter the size, region, or enrollment, costs associated with disability services can be a large percentage of overall spending in a school district.

Brentwood School District, which operates an elementary school and then sends students to Exeter Cooperative, saw a very large jump in their special education costs, pushing them to the highest percentage spent in the state.

The full list of NH school districts and their percentage of spending on IEPs is available for download on our website.

Table 4

District Name	SPED Costs	Total Operating Costs	Percent Spent on SPED
Brentwood	\$3,114,038	\$6,664,893	46.72%
Benton	\$283,179	\$659,772	42.92%
Tamworth	\$3,307,383	\$8,794,728	37.61%
Winchester	\$4,588,075	\$12,685,580	36.17%
Monadnock Regional	\$13,409,831	\$38,631,046	34.71%
Wentworth	\$795,912	\$2,325,775	34.22%
Milton	\$3,868,253	\$11,394,400	33.95%
Hampstead	\$10,580,616	\$32,247,304	32.81%
Merrimack	\$27,477,391	\$84,706,812	32.44%
Londonderry	\$28,583,142	\$88,441,662	32.32%
Goffstown	\$16,408,520	\$51,171,883	32.07%
Stratham	\$4,664,333	\$14,686,287	31.76%
Epsom	\$4,285,028	\$13,570,682	31.58%
Exeter	\$7,407,841	\$23,560,347	31.44%
Kensington	\$1,288,678	\$4,120,725	31.27%
Merrimack Valley	\$15,146,963	\$49,156,197	30.81%
Amherst	\$9,609,773	\$31,426,331	30.58%
Stoddard	\$1,095,544	\$3,621,288	30.25%
Brookline	\$3,492,580	\$11,711,099	29.82%
Dover	\$23,392,742	\$78,962,328	29.63%
Hinsdale	\$4,322,920	\$14,628,759	29.55%
Somersworth	\$9,402,304	\$31,958,954	29.42%
Milford	\$13,632,063	\$46,377,504	29.39%
Raymond	\$8,166,088	\$27,812,448	29.36%
Hampton Falls	\$1,996,353	\$6,850,427	29.14%
Contoocook Valley	\$16,400,435	\$56,296,261	29.13%
Wilton-Lyndeborough	\$3,896,959	\$13,412,546	29.05%
Piermont	\$742,799	\$2,559,180	29.02%
Sullivan	\$569,675	\$1,969,175	28.93%
Hanover	\$3,857,918	\$13,342,699	28.91%
Franklin	\$6,493,253	\$22,501,851	28.86%
Candia	\$3,059,770	\$10,608,976	28.84%
Deerfield	\$4,878,359	\$16,990,054	28.71%
Newfields	\$867,321	\$3,051,453	28.42%
Rochester	\$22,989,876	\$80,974,262	28.39%
Jaffrey-Rindge-Cooper	\$8,121,528	\$28,842,809	28.16%
Hooksett	\$11,872,822	\$42,246,759	28.10%
Auburn	\$4,742,964	\$16,941,621	28.00%
Concord	\$28,689,019	\$102,895,291	27.88%
Allenstown	\$3,480,511	\$12,502,920	27.84%
Newmarket	\$6,830,192	\$24,560,131	27.81%
Bethlehem	\$1,026,924	\$3,718,987	27.61%
Windham	\$16,251,483	\$58,911,339	27.59%
Claremont	\$11,021,211	\$40,379,837	27.29%
Manchester	\$67,619,391	\$247,913,980	27.28%
Marlow	\$581,496	\$2,132,592	27.27%
Northwood	\$3,827,499	\$14,105,473	27.13%
Plainfield	\$2,105,608	\$7,768,705	27.10%
Weare	\$4,633,077	\$17,354,675	26.70%
Hopkinton	\$6,238,098	\$23,382,052	26.68%
Surry	\$571,097	\$2,141,876	26.66%
Derry Cooperative	\$27,061,217	\$101,690,099	26.61%
Keene	\$17,393,847	\$65,893,728	26.40%
East Kingston	\$894,315	\$3,416,564	26.18%
Plymouth	\$2,634,651	\$10,088,525	26.12%
Sanborn Regional	\$9,221,584	\$35,359,031	26.08%
Chichester	\$1,799,803	\$6,947,053	25.91%
Chatham	\$213,399	\$824,851	25.87%
Exeter Region Cooper	\$16,530,956	\$64,175,543	25.76%
Andover	\$1,510,485	\$5,875,815	25.71%
Souhegan Cooperative	\$4,958,452	\$19,291,446	25.70%
Pelham	\$8,944,946	\$34,975,406	25.57%
Newport	\$5,573,995	\$21,799,234	25.57%
Gorham-Randolph She	\$2,414,134	\$9,449,744	25.55%
Fremont	\$3,210,556	\$12,617,072	25.45%
Fall Mountain Regiona	\$9,394,582	\$37,151,096	25.29%
Bedford	\$20,701,381	\$82,080,085	25.22%
Laconia	\$11,341,562	\$45,027,870	25.19%
Henniker	\$2,381,955	\$9,464,766	25.17%
Pittsfield	\$3,215,808	\$12,811,495	25.10%
Hampton	\$6,378,423	\$25,435,134	25.08%

Which Districts Saw the Biggest Jump Between 2023 and 2024?

Of the 172 school districts in New Hampshire, 123 (71%) saw an increase in their special education expenditures. In Table 5, the 10 districts with the highest percentage increases are displayed. As seen, some of the smallest districts see the most extreme volatility year to year.

Table 5

District Name	SPED Expenditures 2022-23	SPED Expenditures 2023-24	Increase	Percent Change Over 1 Year
Tamworth	\$1,471,790.56	\$3,307,383.06	\$1,835,592.50	124.72%
Mason	\$229,176.10	\$435,671.01	\$206,494.91	90.10%
Brentwood	\$1,713,155.85	\$3,114,037.56	\$1,400,881.71	81.77%
Stratford	\$199,417.90	\$348,579.99	\$149,162.09	74.80%
Croydon	\$147,646.93	\$235,825.76	\$88,178.83	59.72%
Errol	\$20,757.06	\$33,101.67	\$12,344.61	59.47%
Hill	\$203,855.54	\$309,350.90	\$105,495.36	51.75%
Columbia	\$23,830.22	\$35,033.05	\$11,202.83	47.01%
Newington	\$275,517.76	\$398,910.71	\$123,392.95	44.79%
Goshen	\$55,258.19	\$78,599.75	\$23,341.56	42.24%
Strafford	\$1,605,157.78	\$2,251,008.57	\$645,850.79	40.24%

Tamworth School District's special education expenditure increased by 124% in the past academic year. School districts, school boards, and other administrative staff cannot budget for such dramatic increases.

Conclusions

Students with disabilities have a federal and state protected right to a free and appropriate public education. These students deserve to be seen as more than just a financial burden to their local communities. While the cost to educate students with disabilities can vary widely, so can the ability of communities to pay for such services. Special education funding is both costly and unpredictable; downshifting these expenses to local communities creates deep inequities for students and taxpayers alike.

With State and Federal governments covering less than 17% of special education costs, local school districts and towns must provide and pay for those resources. New Hampshire's communities have vastly different abilities to raise revenue for their schools and students. The state's downshifting of financial responsibility to the local property tax payer puts a strain on individual communities and creates inequitable funding models.



This report shows that the costs to educate students with disabilities are increasingly downshifted annually to local property taxpayers while the responsibility of the State continues to decrease.

Equitable public education funding in New Hampshire could provide more stability for districts and equal opportunity for our students with disabilities. The different costs associated with providing each student with federally mandated disability services are volatile and ever-changing. Exploring ways of shifting the **\$815+ million** in special education expenditures currently shouldered by local property tax payers back to the State could ensure all students with disabilities are equitably provided for.

Report from the
FACILITIES
DIRECTOR

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

Nathan Boudreau
Facilities Director
Hinsdale School District
November 5th, 2025

Facilities Report

The facilities dept has been working steadily this month with only a handful of small issues which have all been taken care of. The custodial dept at the elementary school has lost their day shift custodian and we have replaced with a former evening employee. We also have been lucky enough to find a replacement who will be starting on the 10th for the evening shift. The maintenance dept has been working on wrapping up and winterizing our summer equipment, as well as doing some much needed organizing of our maintenance areas. I have been continuing to investigate equipment functionality throughout both buildings and working with contractors to upgrade our front entry security for the upcoming safe grant.

-Custodial dept.

- New hire starts Nov. 10th
- Multiple set ups and break downs for events.
- Normal operation

-Maintenance dept.

- Completed 71 help desk tickets last month
- Winterizing summer equipment
- Storage organizing/cleaning
- Replaced motor in multipurpose room air handler
- Maintenance on 2 sections of drainage that had backed up

-Facilities dept.

- Vestibule quotes for SAFE grant
- Equipment functionality
- SAU equipment replacement installation
- Continuing information gathering for renewal to operate

-Repairs and Maintenance

- Gym hardwood floor re-coat
- Completed PM on all equipment including boilers
- Elementary school kitchen drainage

BOARD BUSINESS

BBAA -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

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

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

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

Policy Revision History:

Revised: October 8, 2025

Revised: April 2011

Revised: July 1998, November 1999, and February 2004

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

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

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 - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

Policy Revision History:

New Policy

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 hoods 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:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

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 **or designee** will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal **or designee** 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 **or designee** 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 or designee 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 or designee 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 School Counselor and Principal.

It shall be incumbent upon the student 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

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

New Policy: July 2005

Policy Revision History:

Revised: October 8, 2025

Revised: May 2008

Revised: October 2005, August 2006

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.

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

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

Final reading and accepted; August 13, 2008

New Policy: July 2005

Policy Revision History:

Revised: October 8, 2025

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.

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.

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).

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025
Final Reading of the Hinsdale School Board: November 12, 2025

Last Adopted: November 2007
New Policy: July 2005

Policy Revision History:

Revised: October 8, 2025
Revised: May 2008
Revised: October 2005, August 2006

Legal References:

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04(b)(21)(e)(6)	ELOs and Career Readiness Activities (Summer Activities)

Federal Statutes		Description
20 U.S.C. §7801 (23)		<u>Every Student Succeeds Act</u>
Cross References		Description
Code		
IK		<u>Earning of High School Credit - Achievement of Competencies</u>

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.

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

New Policy: September 2008

Policy Revision History:

Revised: October 8, 2025

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

N.H. Code Admin. Rules Ed 306.14

Description

Provision of Staff and Staff Qualifications

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.~~

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

First reading: September 12, 2018

Second reading/adopted: October 10, 2018

Policy Revision History:

Revised: October 8, 2025

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	<u>Supplemental Materials Selection and Adoption</u>
IJK-R(1)	<u>Supplemental Materials Selection and Adoption - Parental/Guardian Notification Form</u>

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 of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

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

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

New Appendix: April 2010

District revision history:

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JFABD-R2

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.

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

Final Reading of the Hinsdale School Board: November 12, 2025

New Appendix: April 2010

District revision history:

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)

District Policy History:

First Reading of the Hinsdale School Board: October 8, 2025

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New Appendix: April 2010

District revision history:

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IK—EARNING OF HIGH SCHOOL CREDIT

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

Related Policies: BAAA, IKF, ILBA, ILBAA & IMDB

A. Demonstration of Mastery

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as "a high level of demonstrated proficiency with regard to a competency."

Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district specified curriculum and assessment standards.

B. Transfer Credits from Other Approved Schools

Students can receive credits toward graduation for courses from another approved school subject to this Section.

1. Awarding of Credit for Similar Courses from an Approved School. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

Approved schools include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

2. Denial of Award Credit for Courses from Another School

The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal's denial.

Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. Any further review shall be subject to the provisions of Board policy BAAA.

Commented [1]: NHSBA revision notes: June 2025, sample IK was completely replaced, and the title changed, to better align and conform to the overhauled 306 rules. Additionally, in order to consolidate provisions which under the former 306 rules had limited application to different grades/populations, or were formerly optional but are now required, the subject matter of the following now rescinded samples has been incorporated into this sample: IKAA (interdisciplinary credits), ILBAA (high school competencies), and IMBC (alternative credit options)

IK - EARNING OF HIGH SCHOOL CREDIT - ACHIEVEMENT OF COMPETENCIES

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a collection of evidence.
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course".
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the courses shown and are not awarded based on class time, age or enrollment status. Demonstration of achievement of a competency is shown by:
 - a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);

b. Assessments:

- i. District approved assessments, or
- ii. New Hampshire Department of Education approved assessments.

NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, included in Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies — Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments,
2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:
 - a. Transfer credit from an approved school pursuant to Section E, below;
 - b. An approved home education program (see Board policy IHBG); home-educated students may demonstrate achievement of competencies through evaluation of their portfolio or assessments;
 - c. Extended learning opportunities (ELO) under the provisions of Board policy IHBH;
 - d. Online/remote learning opportunities under the provisions of Board policy IMBA;
 - e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB;
 - f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
 - g. Co-Curricular activities;
 - h. 7th and 8th grade coursework that meets the standards of Board policy IMBD. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. "Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
 - b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.
4. Review of denial of credit for courses from different school:
 - a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal's decision.
 - b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. The Superintendent's decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.

- a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively affect that student's GPA.
 - b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,
 - c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i. The Superintendent will make the final approval or denial,
 - ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

1. Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))
 - a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)

- b. Has been approved for early graduation (see Board policy IKF);
- c. Pursuant to any other Board policy; or
- d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy BAAA. 306.23(i)(3)

I. Implementation

1. The Superintendent, in consultation with the high school principal and curriculum director, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy ILBA,
 - b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and
 - e. Practices that strive for equal access for all students.
2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025
Final Reading of the Hinsdale School Board:

First reading: March 9, 2022
Second reading/adopted: April 13, 2022

District Revision History:

Revised/replaced: November 12, 2025

Legal References:

RSA 193-E:3-f, Approval of Courses and Programs
N.H. Dept. of Education Administrative Rule – Ed 306.02(e), Credit
N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(15), How Credit Can Be Earned

N.H. Dept. of Education Administrative Rule – Ed 306.04(a)(16), How A Credit Used To Track Achievement Of Graduation Competencies

N.H. Dept. of Education Administrative Rule – Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

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.

Replaced

IKAA-INTERDISCIPLINARY CREDIT

Commented [1]: NHSBA rescinded June 2025, see 2025 Spring Policy Update. The subject matter of interdisciplinary credit has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.

Category Priority-Recommended

See also IK & IKA

High school students may earn course credit in one content area required for graduation, and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.

The high school Principal is charged with approving courses for interdisciplinary credit if: (1) the course has been adopted by a faculty team/committee; and (2) the course addresses the objectives for the subject area in which the credit is to be counted.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit

NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit

NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

NH Code of Administrative Rules, Section Ed 306.27(p), Counting Credits

New Policy: May 2008

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

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

Final reading and accepted: August 13, 2008

IKB - HOMEWORK

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

Commented [1]: Revised - June 2025, revised to reflect changes to the Department of Education's "Minimum Standards," which included replacing former 306.14(a)(1) with 306.04(b)(21)(a).

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner. **Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.**

Prior to the assignment of any homework, the assigning teacher will provide a written "class homework policy" describing how homework assignments may be accessed, how homework will be assessed or graded, and whether and how homework assignments will relate to the overall class grade. The class homework policy is to be clearly communicated and made accessible to both students and their parents/guardians. If any changes are made to the initial class homework policy, the teacher shall provide a written summary of the revised standards to students and parents. In no case, however, may revised class homework policy standards apply to previous homework assignments if the effect would negatively impact a student's overall grade.

For homework accessibility, teachers are encouraged to use online learning management systems/parent portals when available to communicate homework assignments. Also, without limiting a teacher's own methods for assessment and grading of homework, common objectives or elements for assessment might include accuracy, timeliness, effort, demonstration of understanding and achievement of related competencies.

~~Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.~~

Legal References:

Ed 306.14(b)(1), Policy on Homework (until July 1, 2015)

Ed 306.141(a)(1), Policy on Homework (after July 1, 2015)

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

Reviewed and accepted by the Hinsdale School Board September 10, 2008

District Revision History:

Revised: November 12, 2025

Revised: May 2008

Revised: July, 2004

New policy: November, 1999

IKF - HIGH SCHOOL GRADUATION REQUIREMENTS

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

Related Policies: IK, IKFA, ILBAA & IMBC

Students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and Graduation competencies. Methods for earning credit are discussed in Board policy IK, while competencies are discussed in Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the District's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy IK, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the tables below, may include competencies that can be earned in more than one subject area.

A. Credit Requirements:

A. Graduation and Diploma Requirements

1. Academic Diploma

The Academic Diploma is the standard Hinsdale High School diploma awarded to any student who earns the 20 credits as required in the New Hampshire Minimum Academic Standards, including those listed in Section C, below, and completes all additional requirements (a) in Section E, below, and (b) in the Hinsdale High School Program of Studies under the Academic Diploma description.

2. Academic Diploma with Distinction

The Academic Diploma with Distinction is awarded to any student who earns a minimum of 24.5 credits, including those listed in Section C, below, and completes all additional requirements (a) in Section E, below, and (b) in the Hinsdale High School Program of Studies under the Academic Diploma with Distinction description.

B. Early Graduation

Commented [1]: Minor correction August 2025, removed reference in Section B to now rescinded IKFA, the content of which was incorporated into this sample IKF. June 2025, sample IKF was substantially revised to reflect changes to the NH Minimum Standards for Public School Approval (the "306 Rules"). Additionally, examples of multiple diploma options were added, references to now rescinded policy samples removed (most consolidated into IK), with the content of former sample IKFA added to the content of this policy (see Section B). September 30, 2024, Revised to reflect HB1066, which amended RSA 193:26-a to remove the 2021 requirement that students complete a FAFSA as a graduation requirement. RSA 193:26-a, now only requires school districts to provide information to students eligible for graduation as to how to obtain and properly complete the free FAFSA application. Revision also included placing the early graduation language into a separate section.

Commented [2]: Do we want to consider this in the policy?

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma. *[Describe special criteria or options, if any, apply to an early grad's participation in graduation ceremonies]*

1. ~~Awarding of Credit:~~ Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. ~~Required Subjects and Credits:~~ A minimum of 24.5 credits are required to graduate and earn a Hinsdale High School Diploma. Students may elect to accomplish any of the following requirements in many ways. The required subjects and credits for high school graduation are:

Content Area	Hinsdale H.S. Diploma	NH Scholars (See next page for STEM, ARTS, and Career Pathways)	NCAA	NH State Diploma*
English	4	4	4**	4
Math	4 (one must be (Algebra I, Geometry, and Algebra II plus one Algebra I)	4 or e)	4** (3 must be Algebra I and higher)	3 (One must be Algebra)
Science	3 (One must be Biology plus one physical)	3 (Must be lab sciences)	3** (One must be a lab science e)	2 (One must be Biology plus one physical)
Social Studies (Amer.Stud. +Glob.Stud.)	2.5	2.5	2.5	1.5

WH/Geography)				
Civics	0.5	0.5	0.5	0.5
Economics w/personal fin.	0.5	0.5	0.5	0.5
Personal Finance	0.5	0.5	0.5	0
World Language	0	2 (Must be same language, not required for Career Pathway)	**	0
Physical Education	1	1	1	1
Health	0.5	0.5	0.5	0.5
Art	0.5	0.5	0.5	0.5
ICT Formerly computer science	0.5	0.5	0.5	0.5
Electives	7	5	7	6

C. State Graduation Credit Requirements

MINIMUM Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit

Health education:	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

Hinsdale Academic Diploma Requirements

<u>NEW</u> Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	3.5 credits, to include 1/2 credit in writing
Mathematics:	3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US history	1/2 credit
NH history	1/2 credit
Logic and rhetoric	1/2 credit
Civics	1/2 credit
History, government and the US and NH Constitutions	1 credit
Economics	1/2 credit
Financial literacy	1/2 credit
World history, global studies, OR geography	1 credit
Health and wellness education	1/2 credit
Physical education	1 credit
Open electives:	4 credits
Totals:	20 credits

Hinsdale Academic Diploma with Distinction Requirements*

NEW Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	4 credits, to include 1/2 credit in writing
Mathematics:	4 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	2 credit
Biological sciences:	2 credit
US history	1/2 credit
NH history	1/2 credit
Logic and rhetoric	1/2 credit
Civics	1/2 credit
History, government and the US and NH Constitutions	1 credit
Economics	1/2 credit
Financial literacy	1/2 credit
World history, global studies, OR geography	1 credit
Health and wellness education	1/2 credit
Physical education	1 credit
Open electives:	5 credits (At least two years of same foreign language)
Totals:	24.5 credits

*qualifies for New Hampshire Scholars recognition

3. NH State Diploma: A twenty (20) credit State of New Hampshire Minimum Requirement diploma may be granted on a case-by-case basis. NCAA also requires one (1) additional credit of either Math, English, or Science. In addition, four (4) credits comprised of English, Math, Science, or World Language are required.
4. Alternative Credit Options: The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis.

Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

D. Certificate of Completion/Attendance/Achievement for Special Education Students

Commented [3]: We need to decide what to call it.

Students who are eligible for special education have the option of receiving a Certificate of [Completion/Attendance/Achievement] ("Certificate") as provided in this Section. The intent to receive a Certificate will be documented in the student's current individualized education program (IEP) as part of the student's transition plan. NOTE: Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

Commented [4]: We need to decide what to call it.

The following conditions will apply to students earning a Certificate:

- a. The student is identified with an eligible educational disability and is eligible to receive special education services.
- b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child's transition plan, Individualized Education Program (IEP), or other documentation,
- c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child's official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
- d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student's IEP team, which writing shall include the IEP team's decision as to when the student will receive the Certificate in one of three predetermined opportunities:

- i. At the time of graduation with common age peers,
- ii. At the conclusion of the student's agreed-upon IEP program, OR
- iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school

educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. Passage of Civics Exam and U.S. Citizenship Test

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

~~Effective for students graduating in 2024,~~ The district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of ~~either the locally developed civics competency assessment or the U.S. Citizenship Test~~ to the N.H. Department of Education.

F. Federal Student Aid Application (FAFSA)

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 15 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;
2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in-class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

B. Alternative Learning Plans:

~~As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.~~

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025
Final Reading of the Hinsdale School Board:

District Revision History:

April 2022, January 2025

Legal References:

NH Statutes	Description
RSA 186-C:9	<u>Special Education Required</u>
RSA 189:11	<u>School Boards, Transportation and Instruction of Pupils</u>
RSA 193:26-a	<u>Graduation Requirements: Free Application for Federal Student Aid</u>
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 1113.13	<u>Diplomas</u>

N.H. Code Admin. Rules Ed
306.22

High School Curriculum, Credits, Graduation Requirements, and
Cocurricular Program

IKFA - EARLY GRADUATION

Category- Optional- *These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Also IMBC

See also IMBC

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

Legal References:

NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation
RSA 189:11, Instruction in National and State History and Government.

Commented [1]: As part of the 2025 Spring Policy Update, NHSBA rescinded sample IMBC. The subject matter of the former Early Graduation sample was added to sample IKF – Graduation Requirements.

IKFG- CAREER EXPLORATION, READINESS, PATHWAYS AND CREDENTIALS

Commented [1]: NHSBA policy notes, June 2025, Policy has been revised completely to reflect new Ed rule 306.04(b)(22). Although previously, only high schools were implicated in career readiness requirements, the new rule requires all grade levels to "[explore] career pathways in a developmentally appropriate manner, no later than the 2025-2026 academic year."

Category: *Recommended-Required*

Related Policies: *IHCD, IHBH & IKF*

Beginning in September 2020, the District shall assess career interests and advise how to achieve a career readiness credential upon graduation for each incoming freshman. The District shall document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.

The District shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this policy, the terms "career readiness credential", "career readiness pathways", "CTE" and "work-based learning" shall have the same meanings as ascribed to them under RSA 188-E:2. "Dual enrollment" and "concurrent enrollment" shall have the meanings ascribed in RSA 188-E:25.

The Superintendent, in coordination with the Director of Personalized Learning, and the Hinsdale Middle High School Principal shall develop procedures and guidelines for establishing the criteria necessary for career pathways and work-based learning opportunities, and for obtaining a career readiness credential. Each/the career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.

A. Career Exploration

The Hinsdale School Board recognizes the importance of guiding students toward career readiness through exploration that aligns with their cognitive, social, and emotional development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-making at each stage of a student's educational journey. Career pathway exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in understanding a range of opportunities that align with their interests and strengths. Examples of exploration methodologies for different age and grade groups follow.

1. Elementary School (Grades K-5):

- Career awareness may be introduced through storytelling, interactive activities, and community engagement.

- Teachers or building administrators can help students explore various professions through classroom discussions, guest speakers or hands-on experiences.
- Emphasis should be directed toward developing universal foundational skills, such as teamwork, problem-solving, and creativity.

2. Middle School (Grades 6 - 8):

- Career exploration can be integrated into class or individual assignments, allowing students to connect their academic interests with real-world applications.
- Exposure to different industries can be facilitated through career fairs, job-shadowing experiences, and project-based learning.
- Middle school students might participate in self-assessment activities that help them identify their strengths and interests in relation to career possibilities.

3. High School (Grades 9-12):

- Students shall have access to career-focused electives, Career and Technical Education (CTE) programs, Dual and Concurrent Enrollment options, and Extended Learning Opportunities (ELOs).
- Individualized career planning shall be incorporated into advisory programs, assisting students in setting goals for post-secondary education, workforce entry, or entrepreneurship.
- Administrators and/or teachers should seek collaboration with community businesses, higher education institutions, and industry professionals to provide students with practical experience through networking or Extended Learning Opportunities as discussed in Board policy {**} *IHBH*.

B. Career Readiness Pathways and Credentials

For all incoming first-year students/freshmen, the District will assess career interests and advise how to achieve a career readiness credential upon graduation. The District will document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.

Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.

The District shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this Section B, the terms “career readiness credential”, “career readiness pathways”, “CTE” and “work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.

C. Implementation

The Superintendent, in coordination with the Director of Academics and Career Readiness, shall develop procedures and guidelines for establishing the criteria necessary for fostering career exploration in an appropriate manner according to student grade levels. Procedures and guidelines should also facilitate the earning of a career readiness credential upon graduation for those students who wish to pursue that pathway.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025
Final Reading of the Hinsdale School Board:

District Revision History:

March 2020

Legal References:

NH Statutes	Description
RSA 188-E:2	<u>Career and Technical Education, Definitions</u>
RSA 188-E:5, XI	<u>Career and Technical Education, Program.</u>

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04(b)(22)	<u>Career Exploration</u>

ILBAA - HIGH SCHOOL COMPETENCY ASSESSMENTS

Category: Priority/Required by Law

Commented [1]: NHSBA history: NHSBA
RESCINDED JUNE 2025. SEE 2025 Spring Policy
Update.

See also IL, ILBA, and IMBC

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- (1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
- (2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
- (3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
- (4) "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

Legal References:

Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

Ed 306.02(l), Mastery

Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies

Ed 306.04(a)(25), (26), Graduation competencies

Ed 306.141(a)(6), Achievement of District and Graduation Competencies

Revised: May 2014

Revised: August 2006

Rescinded

IMAH - HEALTH EDUCATION - DAILY PHYSICAL ACTIVITY

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

Commented [1]: NHSBA revision notes, June 2025, revised to designate the Wellness Committee (under sample JLCF) with the responsibility to monitor implementation of this policy, and make recommendations to the Board accordingly.

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- (1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- (2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- (3) Integrate health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- (6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- (7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- (8) Encourage physical activity recess periods; and
- (9) Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

The District's Wellness Committee (formed pursuant to Board policy JLCF - Wellness) is charged with monitoring the implementation of this policy. At least as frequently as the Triennial Assessment required under Section II.C of JLCF, the Wellness Committee will report to the Superintendent with recommendations for how to advance the objectives stated above. The Superintendent will review the recommendations and report the same to the Board.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

New Policy: February 2007

District Revision History:

Revised: May 2009, September 2008, August 2007

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(23)

N.H. Code Admin. Rules Ed 310

Description

*Meeting the Special Physical
Health Needs of Students*

Daily Physical Activity

IMBA - DISTANCE EDUCATION REMOTE LEARNING

Category: Required only if the district intends to offer remote learning either for snow days or for individual students under Ed 306.18(c).

See also IHBH, IHBI, IMBC

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

Commented [1]: NHSBA revision notes, November 2025, minor corrections only. In Section B.10, removed the reference to long rescinded samples EGA & IJNDB, and in Section C, corrected "distance education" to "remote learning" consistent with the same changes made in June 2025 throughout the rest of sample IMBA. June 2025, revised to reflect overhaul of the state's Minimum Standards for Public School Approval (the "306 rules"), specifically 306.18. Changes include renaming of "distance education" to "remote learning", addition of specific provision for alternative learning program, possibility of rescission of approval if lack of educational progress, among other changes. Aug. 2022, revised to draw a distinction between district-wide distance education due to inclement weather and individualized distance education and include N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022. May 2014, only revisions are to legal references and the note that this policy is required by law if your district chooses to offer Distance Education.

The school district will provide safeguards for students participating in online instruction activities, and Policy ~~EGA/IJNDB~~, School District Internet Access for Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

“Remote learning/ education” means and includes any instructional mode that is not in-person instruction including, but not limited to, video-based, internet-based, online courses (e.g, Virtual Learning Academy Charter School "VLACS"), other remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination. Under rules of the N.H. Department of Education, distance education may be offered only:

1. When inclement weather makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or
2. As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses); or
3. As articulated in a parent-approved program approved by the local school board pursuant to Board policy IHBI.

A. District/School-Wide Remote Education During Inclement Weather

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy IC.

B. Individual Participation in Remote Education.

The Board encourages students to take full advantage of remote education opportunities as a means of enhancing and supporting their education.

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy ~~{**}/IHBH~~, Extended Learning Opportunities and Policy ~~{**}/IHBI~~, Alternative Learning Plans.
2. High School Credit. If the course is to be taken for credit, then Policy ~~{**}/IK~~, Earning of High School Credit - Achievement of Competencies, will also apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit;

- a. Although courses may be offered for the earning of credits/competencies, students cannot be required to take a remote course for required courses/achievement of required competencies. Rather, remote courses may be electives, or duplicate or equivalent of in-person options;
 - b. Remote learning options for courses or programs that are used as part of the 43 courses required for an approved high school shall be included in the school's program of studies (Ed 306.22(q)(5));
 - c. The District shall provide, where necessary, all equipment, software, and internet connectivity necessary to participate in district-based remote learning or alternative programs or learning opportunities that are to be counted toward the 43 courses required for an approved high school (Ed 306.22(q)(5)).
3. Pre-conditions for Enrollment in Independent Remote Learning Programs/Courses. The written approval of the building principal is required before a district student enrolls in a remote learning course or program that is intended to become part of their educational program. Students applying for permission to take a remote learning course/program must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the academic preparation and maturity level needed to function effectively in a remote learning.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. Staff Supervision. When students are participating in remote learning on school grounds during the school day, a teacher or other staff member will be assigned to provide general supervision, and to assist students having difficulty with remote learning.
7. Assessments and Progress Monitoring. The principal will assign a teacher to monitor student progress, grading of assignments, and testing.
8. Earning of Credit. Students earning credit for distance education courses shall be required to demonstrate achievement of applicable competencies and participate in all assessments required by the statewide education improvement and assessment program. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher/educator.
9. Privacy and Confidentiality. Approved distance education courses must comply with all

federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

10. Student Conduct. Board policy JICL, School District Internet Access for Students, as well as all Board policies and school rules and regulations will apply to and during all remote learning programs. Students participating in remote learning will also be subject to any policies or rules of any third-party program (e.g, VLACS, etc.).

C. Educational Progress and Policy Violations

If a student participating in remote learning is not making educational progress, as determined by educational assessments, the option to participate in remote learning may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 200. A student shall remain in remote learning until the conclusion of the appeal. If the state board upholds the district's conclusion of lacking educational progress, the student shall immediately be disqualified from continued participation in the District's remote learning opportunities.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the respective school's Student Code of Conduct.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

New Policy: July 2005

District Revision History:

Revised: October 2005, August 2006, September 2008

Legal References:

NH Statutes	Description
RSA 189:1	<u>Days of School</u>
RSA 189:24	<u>Standard School</u>

NH Dept of Ed Regulation**Description**

N.H. Code Admin. Rules Ed 306.04(b)(12)

Remote Learning

N.H. Code Admin. Rules Ed 306.15

School Year

N.H. Code Admin. Rules Ed 306.15(f)

Remote Learning

IMBC - ALTERNATIVE CREDIT OPTIONS

Commented [1]: NHSBA history: NHSBA
RESCINDED JUNE 2025. SEE 2025 Spring Policy
Update.

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

Related Policies: IHBG, IHBH, IHCD/LEB, IK, IKFA, ILBAA, IMBA & IMBD

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

The plan includes clear expectations for performance.

The plan includes clearly defined methods and expectations for assessment.

Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year, both school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students

- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Board policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at:
 - an approved school under the provisions of Board policy IK;
 - an approved home education program (see Board policies IK and Board policy IHBG, and N.H. Dept. of Education Rule Ed 315).
- Demonstration of mastery of required coursework and material, pursuant to Board policy IK.
- Extended learning opportunities under the provisions of Board policy IHBH
- Online/virtual learning opportunities under the provisions of Board policy IMBA
- College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB
- Early Graduation under Board policy IKFA
- 7th and 8th grade coursework meeting the standards of Board policy IMBD

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District and the course is not completed, the student must reimburse the district for the expenses.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025

Final Reading of the Hinsdale School Board:

First reading: March 9, 2022

Second reading/adopted: April 13, 2022

Legal References:

RSA 193-A, Home Education

RSA 193-E:3-f, Approval of Courses and Programs

N.H. Dept. of Education Administrative Rules:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation
Competencies

Ed 306.21, Alternative Programs

Ed 306.26(f), Credit for 7th & 8th Grade Course Work

Ed 306.27(ad), Early Graduation

Ed 315, Home Education Programs

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.*

Rescinded

IMGA-SERVICE ANIMALS IN SCHOOLS

Category: ~~Priority~~—Required by Law **Optional**

Related Policy: **IMGA**

Commented [1]: Revised at the request of the Hinsdale School Board, October 8, 2025.

The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the district.

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals and animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.).
4. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites, and lice.
5. Certain groups of people may be more susceptible to diseases, including infants, children, pregnant women, and those with weakened immune systems. Consult with parents to determine special considerations needed for children who are immunocompromised, who have allergies, or who have asthma.
6. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container, supervising human-animal contact, and handling fecal material in a sanitary manner.
7. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
8. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food or drink should not be consumed in these areas.
9. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of one time per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks, and glasses or goggles. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Ideally, cleaning should be performed when other children are not in the room.

10. Wash hands after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.
11. Certain animals pose additional risks and contact should not be permitted with young children.
12. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

It will be the responsibility of the teacher to provide for a plan of care for classroom housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Teachers must be contacted prior to having animals in their classroom. No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers caused by that animal. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well being of the individual students in that particular classroom.

The principal shall be advised of any animals to be housed in the classroom. At the principal's discretion, permission to keep the animal may be denied based on these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, and/or (3) the past practice in the classroom.

Assumption of Liability and Insurance Requirement

The teacher/animal's owner shall assume full responsibility and liability for any damage to District property or injury to District staff, students, or others while the therapy animal is on District property.

The teacher/animal's owner must maintain an insurance policy that provides liability coverage for the animal while on District property and provide proof of such an insurance policy prior to the animal being brought into the school.

Unauthorized Animals on School Grounds

Unauthorized animals are not allowed in school buildings or on school grounds. Children and staff will be instructed to keep their own animals off the school grounds. The appropriate town official will be called and requested to impound all animals taken into custody by school personnel.

The Superintendent, in consultation with the building principal, shall develop procedures stating which animals are unauthorized as well as proper handling and caging procedures of animals in buildings or on school grounds.

District Policy History:

First Reading of the Hinsdale School Board: November 12, 2025
Final Reading of the Hinsdale School Board:

New: June 2001

District Revision History

Revised: November 12, 2025

February 2007, July 2004

Legal References:

National Association of State Public Health Veterinarians, Inc., Compendium of measures to Prevent Disease Associated with Animals in Public Settings, 2006.
<http://www.nasphv.org/documentsCompendia.html>