

Hinsdale School Board Meeting
April 8, 2026
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=XoWLTeS9JBs7WSfwL1bmqQV24LMVYS.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 nonpublic minutes of March 11, 2026. | |
| 4. Citizens' Comments | A. Anderson |
| Citizens will state their name and then direct their comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required. | |
| 5. Student Presentation: FBLA | B. Fraser |
| 6. Student Board Member Items | J. Stebbins |
| 7. Superintendent's Report | Dr. Ryan |

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

8. New Board Business

A. Anderson

1. Board Committee Assignments
2. March Board Meeting Date
3. NHSBA 2026 Call for Resolutions
4. 2026-2027 General Assurances
5. Reaffirmation of:
 - a. DAB - Fund Balance Policy
 - b. DAF - Administration of Federal Grant Funds
 - c. DFA - Investment Policy
 - d. EHAB - Data Governance Plan
6. HMHS Science and Advisory Competencies
7. HES Career Center Dedication
8. Policies – First Readings:
 - a. JF – Enrollment Policy
 - b. Appendix JF-R(1) - Enrollment and Enrollment Capacities - Annual School, Program, Class and Activities Capacity Limitations
 - c. JICK – Pupil Safety and Violence Prevention
 - d. JLCEA – Use of Automated External Defibrillator
 - e. JLCJA – Sports Injuries
 - f. KFD – Use and Location of Automated External Defibrillators
 - g. LEB – Advanced College Placement
9. Policies – Final Readings:
 - a. IMAH – Daily Physical Activity
10. Job Description Updates:
 - a. Dean of Students
 - b. Receptionist
 - c. Speech-Language Pathology Assistant (SLPA)

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.

Other Business

A. Anderson

11. Any other business to be conducted by the Board

9. Committee Reports

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 (W. Dingman, Jr.)
9. Wellness (K. Hemlow)

10. Citizens' Comments

A. Anderson

Citizens will state their names and then direct comments to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

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

A. Anderson

12. Adjournment

A. Anderson

Vision Statement

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

Mission Statement

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

MINUTES

**Hinsdale School Board Meeting
SAU Conference Room
March 11, 2026
6:00 PM**

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTes9JBs7WSfwL1bmqQV24LMVYS.1>

Meeting ID: 880 7500 5127

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

Board Members Excused: Jameson Stebbins

Administration Present: Dr. Molly Bremner, HES Principal; Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Justin Therieau, Director of Technology; and Karen Thompson, Director of Academics and Career Readiness

Administration Excused: Dr. David Ryan, Superintendent; and Patty Wallace, Director of Student Services

Minutes Recorded by: Maria Webb, Executive Assistant

Call to Order:

J. Fortson called the meeting to order at 6:02 pm.

J. Fortson reviewed the guidelines for holding the Zoom meeting.

A. Anderson introduced newly elected Board Member, Laura Hubbard.

Election of School Board Officers:

K. Hemlow MOVED to nominate April Anderson as School Board Chair. K. Gardner SECONDED. VOTE: 5-0-0, MOTION PASSED.

K. Gardner MOVED to nominate Kaylah Hemlow as School Board Vice Chair. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

Review of the Manifests:

Reviewed the manifests and there were no questions.

Minutes:

The Board reviewed the following:

1. Motion to accept the public minutes of February 10, 2026.
2. Motion to accept the public minutes of February 11, 2026.
3. Motion to accept the public minutes of February 17, 2026.

W. Dingman, Jr. MOVED to approve the minutes listed above. K. Hemlow SECONDED. VOTE: 4-0-1, MOTION PASSED.

Citizens' Comments:

A. Anderson opened Citizens' Comments for 30 minutes. Detective Michael Carrier expressed congratulations to the new Board Member and the Board Members who were re-elected.

Drama Club Presentation:

Jean-Michael Pion and Amanda Smith, leaders of the HASP Drama Club, along with Middle School students, presented regarding the upcoming performance of *Beetlejuice*.

Discussed the positive impact on the Drama Club of the OSTCP funding and new collaborations, including those with MoCo Arts and Mr. Thurston. Discussed how the Drama Club can help build career readiness for students.

J. Pion shared some written testimonials from students who have benefited from the Drama Club. The students present spoke of their positive experiences with the Drama Club and how it has helped them in school and socially.

The Board thanked them all for presenting.

Student Board Member Items:

Jameson Stebbins was not present. No report provided.

Superintendent's Report:

The Board reviewed Dr. Ryan's report. Noted the March 2026 Update for Families.

W. Dingman, Jr. requested further discussion of the open enrollment bill (HB751).

The Board thanked Dr. Ryan for his report.

Business Administrator's Report:

J. Fortson reviewed her report with the Board. Noted that we expect to receive the 2024-2025 audit report in April.

The Board thanked J. Fortson for her report.

Academics and Career Readiness Report:

K. Thompson reviewed her report with the Board. Invited the Board to attend the upcoming Mentor Dinner and Exhibition Day. Noted progress on the HES Career Center.

The Board thanked K. Thompson for her report.

Principals' Reports:

A. Roth reviewed her HMHS report with the Board. Expressed appreciation to School Counselor, Kate Allen, for all her work on the Program of Studies.

Discussed the course selection process for incoming Winchester students and the upcoming parent night for Hinsdale rising high school students.

The Board thanked A. Roth for her report.

Dr. Bremner reviewed her HES report with the Board. Highlighted upcoming events and a staffing update.

The Board congratulated Paula Snide for being honored by Magic 106.7 as Teacher of the Month.

The Board thanked Dr. Bremner for her report.

Technology Report:

J. Therieau reviewed his report with the Board.

The Board thanked J. Therieau for his report.

Student Services Report:

The Board reviewed P. Wallace's report.

The Board thanked P. Wallace for her report.

Facilities Report:

The Board reviewed N. Boudreau's report. A. Roth noted that lighting materials will be delivered soon.

W. Dingman, Jr. shared that the Town will be working on School Street in front of HES in May to prepare for paving in the summer. Will coordinate dates with the school.

Board Committee Assignments:

Information only. Committee assignments will be determined next month.

District Meeting Discussion:

The District Meeting is Saturday, March 14th.

Program of Studies – Final Draft:

The Board expressed appreciation.

K. Gardner MOVED to approve the HMHS 2026-2027 Program of Studies. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.

2026 Graduation Date:

K. Gardner MOVED to set the 2026 graduation date as June 13, 2026. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

HMHS Prom & Class Trip:

A. Roth presented the details. The senior class raised the funds for their trip and they vote on the location and the plans each year.

No Board action needed.

Policies – First Reading:

1. IMAH – Daily Physical Activity

K. Gardner MOVED to approve Policy IMAH as a First Reading. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

Policies – Final Readings:

1. EBBCA – Use and Location of AEDs
2. EHLB – Subpoenas Involving District Students
3. FAA – Annual Facility Plan
4. FEH – Supervision of Construction
5. GBEBB – Employee-Student Relations
6. GCCAD – Military Leave
7. IC – School Year
8. IHCD_LEB – Advanced Coursework/Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program

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

Other Business:

A. Roth requested approval for the FBLA club to attend the Spring Leadership Conference in Manchester, NH next Wednesday and Thursday, 3/18th – 3/19th. This is an overnight event which is being paid for by the FBLA activities fund.

W. Dingman, Jr. MOVED to approve the FBLA overnight field trip March 18 - 19, 2026. K. Hemlow SECONDED. VOTE: 5-0-0, MOTION PASSED.

J. Therieau and K. Thompson were excused at 7:06 PM.

Committee Reports:

1. **Budget Committee** – District meeting is 3/14th.
2. **Community Connections** – A. Anderson is posting upcoming events.
3. **Facilities Maintenance/Emergency** – Meeting April 10th.
4. **HASP Advisory Board** – Met today. K. Hemlow shared an update regarding HASP activities.
5. **Legislation/NHSBA** - A. Anderson shared an update on recent legislation.
6. **Personnel Committee** – Meeting March 24th.
7. **Policy Committee** – Meeting postponed to April 8th.
8. **Selectboard** – W. Dingman, Jr. shared updates regarding the paving project.
9. **Wellness** – Meeting April 22nd.

Citizens' Comments:

Donna Foster congratulated the re-elected Board Members and the new Board Member.

Non-Public:

W. Dingman, Jr. MOVED to enter into a nonpublic session according to RSA 91 A:3 II (c) at 7:13 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and L. Hubbard - yes. VOTE: 5-0-0, MOTION PASSED.

K. Hemlow MOVED to reconvene the public session at 7:33 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and L. Hubbard - yes. VOTE: 5-0-0, MOTION PASSED.

Adjournment:

K. Hemlow MOVED to adjourn the meeting at 7:33 pm. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

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

Maria A. Webb

approved on _____

DRAFT

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 April 2026

Opportunity Activities On Tap for Late Spring, Summer

The difference between our students' experience and students from any other school district in NH is the number and type of sociocultural opportunities they have available to broaden their learning while in school. The baseline academic requirements are the same from district to district since the state sets them, and each student no matter where they are enrolled must demonstrate the same level of competence in the same academic areas in order to earn a high school diploma. How students meet those requirements are significantly influenced by the types of sociocultural influences on their growth such as social interaction with different types of people, family socioeconomic status and resources, teacher quality and investment, and experience with relevant cultural and pop norms (Emporia, 2024). While all of these influences vary in terms of viability, it is the last example that we believe will have the most immediate and lasting impact.

We have long recognized that most of our students have not traveled outside of Hinsdale, while many have never left New Hampshire. We have grade levels of students who have never been through a toll booth, seen the golden dome of the New Hampshire State House, been on a hike in the mountains, or walked the sands of our state beaches. Museums, theatres, and concert halls provide ample opportunity for cultural enrichment and discovery of interest, as do attending events like professional sports, county fairs, and riding a bike. Student futures are largely impacted by what they are experiencing now, and with the advent of the new career center in the elementary school we believe it is critically important to give all of our students more exposure to more opportunity through participation in these types of activities.

Our aim is to utilize as much of our grant funding as we can to provide these "opportunity activities" to our students through excursions and field trips starting in late spring and through the summer. While this conversation first surfaced when Principal Roth and I were discussing the differences in preparation of our AP students to those from towns with more resources, it really applies to all students. We want our students to use their senses to understand what is available to them beyond their town line, what opportunities exist beyond what they currently know, and influence how they think in our classrooms. We have begun primary conversations about the types of excursions that we are hoping to offer, and we expect to have more detail and a preliminary schedule in May. While we will begin this year in a more limited fashion, our goal will be to expand over the years to come and intentionally write grant activities that support the program.

Students to Attend Business Class/Event, Campus Visit at Plymouth State on April 21

In line with our desire to provide more opportunity activities, we have scheduled a day on the campus of Plymouth State University with [Assistant Professor-of-Practice Rick Brenner](#) who teaches in the business department and is the director of the sales institute at the university. Among other professional roles in sport and business, Rick is formally co-owner and general manager of the NH Fisher Cats, the MLB Double A affiliate of the Toronto Blue Jays playing in Manchester. Inspired by our recent four FBLA finalists who will be attending nationals in late June, we will have up to 30 students traveling to PSU for lunch on campus, meeting and a tour with admission representatives, participation in Rick's afternoon business leadership class, and a networking event with other students and faculty from across the business department. It will be a whirlwind of a day and is designed to inspire students with glimpses of career and future possibilities.

Safety and Security Task Force

The task force met on March 16 with a full agenda including reviewing the recent award for infrastructure improvements, scheduling for safety and security assessments with NH HSEM, sharing an update on ALICE training and plans to continue the training program, accepting an invitation from Hinsdale PD for a task force member or two to attend a training event on April 9, and choosing members who wished to attend a state-sponsored training event hosted by Hinsdale School District on April 8 and 9 through the US Department of Homeland Security (however, abruptly canceled on March 31 due to the partial government shutdown and will be rescheduled in the fall). Winchester Fire Chief and School Facilities Supervisor Barry Kellom was also in attendance as we begin to expand the membership of the group to include more area first responders, support personnel, and school leaders.

Crisis Prevention Institute Training Provided on March 27

26 Hinsdale teachers, paraprofessionals, and administrative assistants have been added to the list of being trained in either [Verbal intervention \(VI\)](#) or [Nonviolent-Crisis Intervention \(NCI\)](#) as a result of participating in the day long session offered by Sara Donahue, Sam Kililee, and myself during our professional development day on March 27. We now have over 70 employees who have been trained in CPI and additional training sessions are scheduled for the professional development days in June.

New Board Member Orientation

Jane Fortson and I had the pleasure of meeting with our newest school board member Laura Hubbard on April 1 for a new board member orientation session. We shared all of the ins and outs of serving as a Hinsdale School Board member and discussed specific topics such as interacting with constituents who are seeking information or action with staff, the authority reach of the school board and its individual members, normal procedures for school board meetings, budget and policy development and responsibility, and the differences between public and non-public guidelines. Laura asked some great questions and we are looking forward to her contributions and knowledge as an experienced finance employee of the Windham Southeast Supervisory Union (Brattleboro) superintendent office. We are excited to have her as our newest member!

Open Enrollment Legislation Update

As of this writing there have been a few more hearings on the open enrollment bill (HB751) and associated bill (SB101) that have produced more opposition than support. The main issue with the bill is the funding mechanism and potential cost of one district paying another for a student's tuition. There was some reworking of this element so that the funding would work more like how charter schools are being funded, however we are not typically fond of that model either and the reworking does not excuse a "sending" district from still paying a partial tuition [bill. Please find the latest story on the recent hearings here.](#) Other than these hearings and this piece of funding information, there is nothing new to report on the bill.

Report from the
BUSINESS
ADMINISTRATOR

David Ryan, Ed.D.
Superintendent

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

Jane Fortson, CPA
Business Administrator

HINSDALE

SCHOOL DISTRICT

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

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Business Administrator Report April 2026

The MS22 and all required documentation have been uploaded to the department of revenue portal. I am just awaiting the final sign off.

We continue to supply information to the external auditors for GASB 101 and the single audit (federal grants compliance). We are hoping to close this audit shortly.

I have taken a preliminary look at the year-to-date expenditures and revenues. I have been addressing several needed journal entries to ensure items are accounted for in the correct account lines. This in-depth review will continue biweekly until the end of the year. We are currently just paying the February and March bills, some from earlier time periods as well. Administrators and administrative assistants have been informed that district spending on purchases will cease April 30, and that all credit card spending will cease as well. There are a few exceptions.

Respectfully submitted,
Jane

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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.	(\$7,843,960.00)	(\$4,988,820.99)	(\$4,988,820.99)	(\$2,855,139.01)	\$0.00	(\$2,855,139.01) 36.40%
100.0000.41310.00.00000 Preschool Tuition	(\$6,000.00)	(\$8,698.00)	(\$8,698.00)	\$2,698.00	\$0.00	\$2,698.00 -44.97%
100.0000.41321.00.00000 Reg Tuition LEA In State	(\$17,000.00)	\$0.00	\$0.00	(\$17,000.00)	\$0.00	(\$17,000.00) 100.00%
100.0000.41322.00.00000 Sped Tuition LEA In State	(\$5,000.00)	\$0.00	\$0.00	(\$5,000.00)	\$0.00	(\$5,000.00) 100.00%
100.0000.41700.00.00000 Yearbook	(\$100.00)	(\$155.00)	(\$155.00)	\$55.00	\$0.00	\$55.00 -55.00%
100.0000.41990.00.00000 Other Local Revenues	(\$20,000.00)	(\$31,680.90)	(\$31,680.90)	\$11,680.90	\$0.00	\$11,680.90 -58.40%
100.0000.43111.00.00000 Adequate Education Aid	(\$5,700,007.00)	(\$3,990,004.00)	(\$3,990,004.00)	(\$1,710,003.00)	\$0.00	(\$1,710,003.00) 30.00%
100.0000.43112.00.00000 State Education Tax	(\$444,716.00)	(\$111,179.01)	(\$111,179.01)	(\$333,536.99)	\$0.00	(\$333,536.99) 75.00%
100.0000.43190.00.00000 Other State Aid	(\$11,833.00)	(\$17,551.73)	(\$17,551.73)	\$5,718.73	\$0.00	\$5,718.73 -48.33%
100.0000.43210.00.00000 Building Aid	(\$462,803.00)	(\$231,401.00)	(\$231,401.00)	(\$231,402.00)	\$0.00	(\$231,402.00) 50.00%
100.0000.43230.00.00000 Catastrophic Aid	(\$158,116.00)	(\$180,137.51)	(\$180,137.51)	\$22,021.51	\$0.00	\$22,021.51 -13.93%
100.0000.43241.00.00001 Voc Tuition Aid	(\$11,000.00)	(\$2,842.52)	(\$2,842.52)	(\$8,157.48)	\$0.00	(\$8,157.48) 74.16%
100.0000.43241.00.00002 Voc Tuition Aid	\$0.00	(\$1,664.04)	(\$1,664.04)	\$1,664.04	\$0.00	\$1,664.04 0.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.0000.43242.00.00001 Voc Transp Aid	(\$775.00)	\$0.00	\$0.00	(\$775.00)	\$0.00	(\$775.00) 100.00%
100.0000.44580.00.00000 Medicaid Reimbursement	(\$110,000.00)	(\$74,176.99)	(\$74,176.99)	(\$35,823.01)	\$0.00	(\$35,823.01) 32.57%
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	(\$14,791,310.00)	(\$9,655,218.46)	(\$9,655,218.46)	(\$5,136,091.54)	\$0.00	(\$5,136,091.54)

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

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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: (\$14,791,310.00) (\$9,655,218.46) (\$9,655,218.46) (\$5,136,091.54) \$0.00 (\$5,136,091.54)

End of Report

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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

Account Type: EXPENDITURE

Print Detail

Include PreEncumbrance

Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary	\$1,088,059.00	\$661,286.80	\$661,286.80	\$426,772.20	\$397,671.72	\$29,100.48 2.67%
100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High	\$1,367,752.00	\$880,001.19	\$880,001.19	\$487,750.81	\$534,104.32	(\$46,353.51) -3.39%
100.1100.51150.21.00000 Para Salaries Reg Ed Elementary	\$47,096.00	\$4,940.20	\$4,940.20	\$42,155.80	\$6,966.00	\$35,189.80 74.72%
100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High	\$22,906.00	\$15,770.15	\$15,770.15	\$7,135.85	\$7,195.51	(\$59.66) -0.26%
100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary	\$27,500.00	\$42,214.40	\$42,214.40	(\$14,714.40)	\$15,447.00	(\$30,161.40) -109.68%
100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High	\$40,000.00	\$29,529.62	\$29,529.62	\$10,470.38	\$0.00	\$10,470.38 26.18%
100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary	\$3,500.00	\$8,923.75	\$8,923.75	(\$5,423.75)	\$0.00	(\$5,423.75) -154.96%
100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High	\$1,000.00	\$125.00	\$125.00	\$875.00	\$0.00	\$875.00 87.50%
100.1100.52110.21.00000 Health Insurance Regular Elementary	\$421,913.00	\$264,417.51	\$264,417.51	\$157,495.49	\$0.00	\$157,495.49 37.33%
100.1100.52110.22.00000 Health Insurance Regular Middle/High	\$599,932.00	\$303,701.45	\$303,701.45	\$296,230.55	\$0.00	\$296,230.55 49.38%
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$14,111.00	\$9,066.49	\$9,066.49	\$5,044.51	\$0.00	\$5,044.51 35.75%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$20,173.00	\$13,776.45	\$13,776.45	\$6,396.55	\$0.00	\$6,396.55 31.71%
100.1100.52200.21.00000 Social Security Reg Elementary	\$86,840.00	\$51,163.09	\$51,163.09	\$35,676.91	\$0.00	\$35,676.91 41.08%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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

Account Type: EXPENDITURE

Print Detail Include PreEncumbrance

Print accounts with zero balance Include Inactive Accounts Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52200.22.00000 Social Security Reg Middle/High	\$106,385.00	\$65,625.83	\$65,625.83	\$40,759.17	\$0.00	\$40,759.17 38.31%
100.1100.52310.21.00000 Nonteacher Retirement Regular Elementary	\$0.00	\$26.35	\$26.35	(\$26.35)	\$0.00	(\$26.35) 0.00%
100.1100.52310.22.00000 Nonteacher Retirement Regular Middle/High	\$2,920.00	\$9.04	\$9.04	\$2,910.96	\$0.00	\$2,910.96 99.69%
100.1100.52320.21.00000 Teacher Retirement Regular Elementary	\$202,686.00	\$121,111.07	\$121,111.07	\$81,574.93	\$0.00	\$81,574.93 40.25%
100.1100.52320.22.00000 Teacher Retirement Regular Middle/High	\$263,456.00	\$169,224.30	\$169,224.30	\$94,231.70	\$0.00	\$94,231.70 35.77%
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	\$1,553.31	\$1,553.31	\$446.69	\$0.00	\$446.69 22.33%
100.1102.56100.22.00000 Supplies Art Middle/High	\$623.00	\$0.00	\$0.00	\$623.00	\$420.53	\$202.47 32.50%
100.1105.53000.22.00000 Purchased professional svcs ELA	\$0.00	\$0.00	\$0.00	\$0.00	\$110.00	(\$110.00) 0.00%
100.1105.56100.22.00000 Supplies Language Arts Middle/High	\$381.00	\$78.72	\$78.72	\$302.28	\$0.00	\$302.28 79.34%
100.1105.56410.21.00000 Books Lang Arts Elementary	\$3,138.00	\$0.00	\$0.00	\$3,138.00	\$148.04	\$2,989.96 95.28%
100.1105.56410.22.00000 Books Lang Arts Middle/High	\$5,500.00	\$726.00	\$726.00	\$4,774.00	\$193.48	\$4,580.52 83.28%
100.1106.56100.22.00000 Supplies Modern Language Middle/High	\$308.00	\$332.98	\$332.98	(\$24.98)	\$0.00	(\$24.98) -8.11%
100.1107.56100.22.00000 Supplies In School Suspension Middle/High	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.1108.56100.21.00000 Supplies Phys Ed Elementary	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,000.90	(\$0.90) -0.09%
100.1108.56100.22.00000 Supplies Phys Ed Middle/High	\$1,937.00	\$1,881.86	\$1,881.86	\$55.14	\$0.00	\$55.14 2.85%
100.1109.54300.22.00000 Repairs Life Sciences Middle/High	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00 100.00%
100.1109.56100.22.00000 Supplies Life Sciences Middle/High	\$10,000.00	\$4,184.92	\$4,184.92	\$5,815.08	\$0.00	\$5,815.08 58.15%
100.1109.56410.22.00000 Books Life Sciences Middle/High	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.1110.56100.22.00000 Supplies Tech Ed Middle/High	\$1,020.00	\$848.93	\$848.93	\$171.07	\$0.00	\$171.07 16.77%
100.1111.56100.22.00000 Supplies Mathematics Middle/High	\$650.00	\$615.98	\$615.98	\$34.02	\$0.00	\$34.02 5.23%
100.1111.56410.21.00000 Books Mathematics Elementary	\$3,000.00	\$777.60	\$777.60	\$2,222.40	\$24.22	\$2,198.18 73.27%
100.1111.56410.22.00000 Books Mathematics Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.1112.53000.21.00000 Repairs & Other Services Music Elementary	\$700.00	\$0.00	\$0.00	\$700.00	\$16.73	\$683.27 97.61%
100.1112.53000.22.00000 Repairs & Other Services Music Middle/High	\$2,000.00	\$1,424.00	\$1,424.00	\$576.00	\$0.00	\$576.00 28.80%
100.1112.56100.21.00000 Supplies Music Elementary	\$479.00	\$102.61	\$102.61	\$376.39	\$223.06	\$153.33 32.01%
100.1112.56100.22.00000 Supplies Music Middle/High	\$1,617.00	\$1,590.99	\$1,590.99	\$26.01	\$0.00	\$26.01 1.61%
100.1112.57370.22.00000 Music Equipment	\$3,383.00	\$3,371.74	\$3,371.74	\$11.26	\$0.00	\$11.26 0.33%

Hinsdale School District

General Ledger - On Demand Report

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Print Detail

Include PreEncumbrance

Print accounts with zero balance

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Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1112.58100.22.00000 Dues & Fees Music Middle/High	\$835.00	\$175.00	\$175.00	\$660.00	\$0.00	\$660.00 79.04%
100.1113.56100.21.00000 Supplies Science Elementary	\$750.00	\$237.42	\$237.42	\$512.58	\$171.84	\$340.74 45.43%
100.1113.56100.22.00000 Supplies Science Middle/High	\$3,000.00	\$2,970.81	\$2,970.81	\$29.19	\$0.00	\$29.19 0.97%
100.1113.56410.21.00000 Books Science Elementary	\$750.00	\$192.74	\$192.74	\$557.26	\$0.00	\$557.26 74.30%
100.1113.56500.21.00000 Mystery Science Software	\$1,475.00	\$0.00	\$0.00	\$1,475.00	\$0.00	\$1,475.00 100.00%
100.1115.56100.21.00000 Supplies Social Studies Elementary	\$1,500.00	\$496.90	\$496.90	\$1,003.10	\$0.00	\$1,003.10 66.87%
100.1115.56100.22.00000 Supplies Social Studies Middle/High	\$1,126.00	\$755.11	\$755.11	\$370.89	\$0.00	\$370.89 32.94%
100.1115.56410.21.00000 Books Social Studies Elementary	\$2,000.00	\$1,541.95	\$1,541.95	\$458.05	\$0.00	\$458.05 22.90%
100.1116.56100.22.00000 Supplies ELO	\$1,000.00	\$354.30	\$354.30	\$645.70	\$0.00	\$645.70 64.57%
100.1125.51100.21.00000 MTSS Reading Teacher Salary	\$33,343.00	\$13,488.21	\$13,488.21	\$19,854.79	\$0.00	\$19,854.79 59.55%
100.1125.52110.21.00000 MTSS Reading Health Insurance	\$14,741.00	\$0.00	\$0.00	\$14,741.00	\$0.00	\$14,741.00 100.00%
100.1125.52120.21.00000 MTSS Reading Dental Insurance	\$540.00	\$0.00	\$0.00	\$540.00	\$0.00	\$540.00 100.00%
100.1125.52200.21.00000 MTSS Reading Social Security	\$2,551.00	\$47.80	\$47.80	\$2,503.20	\$0.00	\$2,503.20 98.13%
100.1125.52320.21.00000 MTSS Reading Teacher Retirement	\$6,412.00	\$0.00	\$0.00	\$6,412.00	\$0.00	\$6,412.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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Account Type: EXPENDITURE

Print Detail

Include PreEncumbrance

Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1125.56410.21.00000 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	\$12,363.86	\$12,363.86	\$5,636.14	\$683.76	\$4,952.38 27.51%
100.1126.56100.22.00000 Supplies General Expense Secondary	\$22,500.00	\$16,684.47	\$16,684.47	\$5,815.53	\$1,523.86	\$4,291.67 19.07%
100.1126.56101.22.00000 Graduation & Special Events Middle/High	\$8,000.00	\$1,228.06	\$1,228.06	\$6,771.94	\$905.52	\$5,866.42 73.33%
100.1126.56410.22.00000 Yearbook	\$7,000.00	\$7,447.90	\$7,447.90	(\$447.90)	\$0.00	(\$447.90) -6.40%
100.1126.56500.21.00000 General Expense Software	\$800.00	\$53.88	\$53.88	\$746.12	\$0.00	\$746.12 93.27%
100.1200.51100.21.00000 Teacher Salaries Special educ. Elementary	\$241,145.00	\$144,165.29	\$144,165.29	\$96,979.71	\$93,951.96	\$3,027.75 1.26%
100.1200.51100.22.00000 Teacher Salaries Special Education Middle/High	\$213,300.00	\$106,030.79	\$106,030.79	\$107,269.21	\$71,269.21	\$36,000.00 16.88%
100.1200.51150.21.00000 Para Salaries Special Education Elementary	\$448,718.00	\$284,639.00	\$284,639.00	\$164,079.00	\$133,968.45	\$30,110.55 6.71%
100.1200.51150.22.00000 Para Salaries Special Education Middle/High	\$331,230.00	\$168,126.12	\$168,126.12	\$163,103.88	\$85,552.24	\$77,551.64 23.41%
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	\$1,187.50	\$1,187.50	\$1,812.50	\$0.00	\$1,812.50 60.42%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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
100.1200.51250.21.00000 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	\$3,173.75	\$3,173.75	(\$2,673.75)	\$0.00	(\$2,673.75) -534.75%
100.1200.52110.21.00000 Health Insurance Special Educ. Teachers Elementary	\$245,363.00	\$75,602.16	\$75,602.16	\$169,760.84	\$0.00	\$169,760.84 69.19%
100.1200.52110.22.00000 Health Insurance Special Educ Teachers Middle/High	\$168,462.00	\$64,884.65	\$64,884.65	\$103,577.35	\$0.00	\$103,577.35 61.48%
100.1200.52120.21.00000 Dental Insurance Special educ. Teachers Elementary	\$3,240.00	\$771.45	\$771.45	\$2,468.55	\$0.00	\$2,468.55 76.19%
100.1200.52120.22.00000 Dental Insurance Special Educ Teachers Middle/High	\$3,484.00	\$1,708.35	\$1,708.35	\$1,775.65	\$0.00	\$1,775.65 50.97%
100.1200.52200.21.00000 Social Security Special Educ. Elementary	\$52,775.00	\$30,967.23	\$30,967.23	\$21,807.77	\$0.00	\$21,807.77 41.32%
100.1200.52200.22.00000 Social Security Special Educ. Middle/High	\$41,656.00	\$19,782.42	\$19,782.42	\$21,873.58	\$0.00	\$21,873.58 52.51%
100.1200.52310.22.00000 Nonteacher Retirement Special Educ. Middle/High	\$0.00	\$2,354.27	\$2,354.27	(\$2,354.27)	\$0.00	(\$2,354.27) 0.00%
100.1200.52320.21.00000 Teacher Retirement Special Educ. Elementary	\$46,372.00	\$23,283.08	\$23,283.08	\$23,088.92	\$0.00	\$23,088.92 49.79%
100.1200.52320.22.00000 Teacher Retirement Special Educ. Middle/High	\$41,018.00	\$20,389.76	\$20,389.76	\$20,628.24	\$0.00	\$20,628.24 50.29%
100.1200.53001.20.00000 Related Services Special Educ.	\$45,000.00	\$49,757.19	\$49,757.19	(\$4,757.19)	\$0.00	(\$4,757.19) -10.57%
100.1200.53001.21.00000 Related Services In District Elem	\$259,154.00	\$148,169.71	\$148,169.71	\$110,984.29	\$0.00	\$110,984.29 42.83%
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

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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
100.1200.53002.20.00000 Charter School Special Ed Services	\$6,000.00	\$10,621.16	\$10,621.16	(\$4,621.16)	\$0.00	(\$4,621.16) -77.02%
100.1200.53300.20.00000 Legal Special Education	\$250.00	\$2,556.50	\$2,556.50	(\$2,306.50)	\$0.00	(\$2,306.50) -922.60%
100.1200.55602.20.00000 Tuition Special Education Private	\$1,015,336.00	\$510,895.41	\$510,895.41	\$504,440.59	\$0.00	\$504,440.59 49.68%
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	\$365.49	\$365.49	\$1,634.51	\$0.00	\$1,634.51 81.73%
100.1200.56100.22.00000 Supplies & Medical Hardware Middle/High	\$1,300.00	\$990.94	\$990.94	\$309.06	\$0.00	\$309.06 23.77%
100.1210.51100.21.00000 Salaries	\$15,000.00	\$16,584.12	\$16,584.12	(\$1,584.12)	\$0.00	(\$1,584.12) -10.56%
100.1210.51100.22.00000 Salaries	\$12,000.00	\$4,650.00	\$4,650.00	\$7,350.00	\$0.00	\$7,350.00 61.25%
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	\$1,624.42	\$1,624.42	(\$706.42)	\$0.00	(\$706.42) -76.95%
100.1210.52320.21.00000 Retirement	\$2,885.00	\$2,944.82	\$2,944.82	(\$59.82)	\$0.00	(\$59.82) -2.07%
100.1210.52320.22.00000 Retirement	\$2,308.00	\$894.20	\$894.20	\$1,413.80	\$0.00	\$1,413.80 61.26%
100.1260.51100.20.00000 Teacher Salaries ESL	\$31,110.00	\$7,818.93	\$7,818.93	\$23,291.07	\$7,580.17	\$15,710.90 50.50%
100.1260.52200.20.00000 Social Security ESL	\$2,380.00	\$578.89	\$578.89	\$1,801.11	\$0.00	\$1,801.11 75.68%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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
100.1260.52320.20.00000 Teacher Retirement ESL	\$0.00	\$1,503.63	\$1,503.63	(\$1,503.63)	\$0.00	0.00%
100.1260.53000.20.00000 Purchased Services ESL	\$0.00	\$1,372.50	\$1,372.50	(\$1,372.50)	\$0.00	0.00%
100.1260.56100.22.00000 Supplies	\$0.00	\$29.99	\$29.99	(\$29.99)	\$0.00	0.00%
100.1260.56410.22.00000 Books for ESL - HMHS	\$0.00	\$394.64	\$394.64	(\$394.64)	\$0.00	0.00%
100.1300.55610.22.00000 Tuition Vocational Middle/High	\$112,000.00	\$0.00	\$0.00	\$112,000.00	\$0.00	100.00%
100.1400.51190.22.00000 Advisors Stipends	\$17,600.00	\$28,185.92	\$28,185.92	(\$10,585.92)	\$3,414.04	(\$13,999.96) -79.55%
100.1400.52200.22.00000 Social Security CoCurricular	\$1,346.00	\$2,114.22	\$2,114.22	(\$768.22)	\$0.00	(\$768.22) -57.07%
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	\$1,769.23	\$1,769.23	\$1,730.77	\$0.00	\$1,730.77 49.45%
100.1400.53900.22.00000 Officials/Police Coverage	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00) 0.00%
100.1400.55800.22.00000 Dues & Fees CoCurricular	\$500.00	\$65.00	\$65.00	\$435.00	\$0.00	\$435.00 87.00%
100.1400.56100.22.00000 Supplies/Awards CoCurr Secondary	\$0.00	\$29.81	\$29.81	(\$29.81)	\$0.00	(\$29.81) 0.00%
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	\$45,831.73	\$45,831.73	\$37,200.27	\$0.00	\$37,200.27 44.80%

Hinsdale School District

General Ledger - On Demand Report

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Print accounts with zero balance

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Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1420.52200.22.00000 Social Security Athletics	\$6,352.00	\$3,409.35	\$3,409.35	\$2,942.65	\$0.00	\$2,942.65 46.33%
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	\$1,049.35	\$1,049.35	(\$49.35)	\$0.00	(\$49.35) -4.94%
100.1420.53000.22.00000 Sports Physicals/Doctor's Services	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.1420.53900.22.00000 Officials/Police Coverage	\$18,600.00	\$14,354.50	\$14,354.50	\$4,245.50	\$0.00	\$4,245.50 22.83%
100.1420.54300.22.00000 Repairs and Maintenance	\$2,500.00	\$836.50	\$836.50	\$1,663.50	\$213.60	\$1,449.90 58.00%
100.1420.55800.22.00000 Dues and Fees Secondary	\$6,310.00	\$5,025.20	\$5,025.20	\$1,284.80	\$105.00	\$1,179.80 18.70%
100.1420.56100.22.00000 Supplies/Awards Athletics	\$13,575.00	\$5,414.93	\$5,414.93	\$8,160.07	\$3,391.50	\$4,768.57 35.13%
100.1420.57370.22.00000 Athletic Equipment	\$425.00	\$386.14	\$386.14	\$38.86	\$0.00	\$38.86 9.14%
100.1420.58100.22.00000 Conferences Athletics	\$2,000.00	\$711.20	\$711.20	\$1,288.80	\$0.00	\$1,288.80 64.44%
100.1430.56100.22.00000 Supplies Summer Middle/High	\$3,000.00	\$1,478.34	\$1,478.34	\$1,521.66	\$0.00	\$1,521.66 50.72%
100.2120.51100.21.00000 Guidance Salaries Elementary	\$208,703.00	\$141,286.52	\$141,286.52	\$67,416.48	\$70,947.01	(\$3,530.53) -1.69%
100.2120.51100.22.00000 Guidance Salaries Middle/High	\$272,200.00	\$182,567.83	\$182,567.83	\$89,632.17	\$84,381.98	\$5,250.19 1.93%
100.2120.52110.21.00000 Health Insurance Guidance Elementary	\$70,652.00	\$38,911.80	\$38,911.80	\$31,740.20	\$0.00	\$31,740.20 44.92%

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
100.2120.52110.22.00000 Health Insurance Guidance Middle/High	\$87,526.00	\$60,055.24	\$60,055.24	\$27,470.76	\$0.00	\$27,470.76 31.39%
100.2120.52120.21.00000 Dental Insurance Guidance Elementary	\$2,007.00	\$1,441.69	\$1,441.69	\$565.31	\$0.00	\$565.31 28.17%
100.2120.52120.22.00000 Dental Insurance Guidance Middle/High	\$3,286.00	\$2,518.69	\$2,518.69	\$767.31	\$0.00	\$767.31 23.35%
100.2120.52200.21.00000 Social Security Guidance Elementary	\$15,966.00	\$10,138.08	\$10,138.08	\$5,827.92	\$0.00	\$5,827.92 36.50%
100.2120.52200.22.00000 Social Security Guidance Middle/High	\$20,824.00	\$12,904.09	\$12,904.09	\$7,919.91	\$0.00	\$7,919.91 38.03%
100.2120.52310.21.00000 Nonteacher Retirement	\$0.00	\$4,129.17	\$4,129.17	(\$4,129.17)	\$0.00	(\$4,129.17) 0.00%
100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High	\$7,856.00	\$12,387.26	\$12,387.26	(\$4,531.26)	\$0.00	(\$4,531.26) -57.68%
100.2120.52320.21.00000 Teacher Retirement Guidance Elementary	\$35,347.00	\$14,685.36	\$14,685.36	\$20,661.64	\$0.00	\$20,661.64 58.45%
100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High	\$36,160.00	\$16,424.90	\$16,424.90	\$19,735.10	\$0.00	\$19,735.10 54.58%
100.2120.53000.21.00000 Guidance Contracted Svcs	\$0.00	\$6,300.00	\$6,300.00	(\$6,300.00)	\$0.00	(\$6,300.00) 0.00%
100.2120.53300.22.00000 Professional Services Guidance Middle/High	\$1,500.00	\$798.00	\$798.00	\$702.00	\$0.00	\$702.00 46.80%
100.2120.56100.21.00000 Supplies Guidance Elementary	\$2,300.00	\$391.52	\$391.52	\$1,908.48	\$0.00	\$1,908.48 82.98%
100.2120.56100.22.00000 Supplies Guidance Middle/High	\$638.00	\$101.77	\$101.77	\$536.23	\$0.00	\$536.23 84.05%
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%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.2120.56110.22.00000 Testing Map, Psat, Etc Middle/High	\$4,345.00	\$4,596.47	\$4,596.47	(\$251.47)	\$0.00	(\$251.47) -5.79%
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	\$1,878.00	\$1,878.00	\$717.00	\$0.00	\$717.00 27.63%
100.2120.58100.21.00000 Dues & Fees Guidance Elementary	\$250.00	\$5,573.89	\$5,573.89	(\$5,323.89)	\$0.00	(\$5,323.89) -2129.56%
100.2120.58100.22.00000 Dues & Fees Guidance Middle/High	\$200.00	\$684.52	\$684.52	(\$484.52)	\$0.00	(\$484.52) -242.26%
100.2130.51100.21.00000 School Nurse Salaries Elementary	\$53,800.00	\$15,638.76	\$15,638.76	\$38,161.24	\$26,064.60	\$12,096.64 22.48%
100.2130.51100.22.00000 School Nurse Salaries Middle/High	\$67,768.00	\$41,703.36	\$41,703.36	\$26,064.64	\$26,064.64	\$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	\$21,059.10	\$21,059.10	\$8,423.90	\$0.00	\$8,423.90 28.57%
100.2130.52120.21.00000 Dental Insurance Nurse Elementary	\$0.00	\$354.86	\$354.86	(\$354.86)	\$0.00	(\$354.86) 0.00%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$771.45	\$771.45	\$308.55	\$0.00	\$308.55 28.57%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$4,116.00	\$1,170.75	\$1,170.75	\$2,945.25	\$0.00	\$2,945.25 71.56%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$5,184.00	\$2,805.65	\$2,805.65	\$2,378.35	\$0.00	\$2,378.35 45.88%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,346.00	\$3,007.32	\$3,007.32	\$7,338.68	\$0.00	\$7,338.68 70.93%
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$13,032.00	\$8,019.52	\$8,019.52	\$5,012.48	\$0.00	\$5,012.48 38.46%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$2,000.00	\$768.28	\$768.28	\$1,231.72	\$0.00	\$1,231.72 61.59%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,000.00	\$529.60	\$529.60	\$470.40	\$0.00	\$470.40 47.04%
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	\$36,130.50	\$36,130.50	\$23,869.50	\$0.00	\$23,869.50 39.78%
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	\$128,252.84	\$128,252.84	\$72,289.16	\$75,467.09	(\$3,177.93) -1.58%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$98,768.00	\$49,488.90	\$49,488.90	\$49,279.10	\$0.00	\$49,279.10 49.89%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$3,240.00	\$2,314.35	\$2,314.35	\$925.65	\$0.00	\$925.65 28.57%
100.2150.52200.20.00000 Social Security Speech & Language	\$15,341.00	\$8,529.43	\$8,529.43	\$6,811.57	\$0.00	\$6,811.57 44.40%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,660.00	\$6,176.37	\$6,176.37	(\$1,516.37)	\$0.00	(\$1,516.37) -32.54%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.2150.52320.20.00000 Teacher Retirement Speech & Language	\$31,536.00	\$15,347.61	\$15,347.61	\$16,188.39	\$0.00	\$16,188.39 51.33%
100.2150.53000.20.00000 Purchased Services Speech & Language	\$4,500.00	\$334.30	\$334.30	\$4,165.70	\$0.00	\$4,165.70 92.57%
100.2150.55800.20.00000 Travel Speech & Language	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00 100.00%
100.2150.56100.20.00000 Supplies Speech & Language	\$1,200.00	\$370.77	\$370.77	\$829.23	\$0.00	\$829.23 69.10%
100.2150.58100.20.00000 Dues & Fees Speech & Language	\$300.00	\$650.00	\$650.00	(\$350.00)	\$0.00	(\$350.00) -116.67%
100.2160.53000.20.00000 Purchased Services Occupational Therapy	\$29,500.00	\$28,896.26	\$28,896.26	\$603.74	\$0.00	\$603.74 2.05%
100.2170.51100.20.00000 Certified OT Assistant Salaries	\$45,839.00	\$32,212.97	\$32,212.97	\$13,626.03	\$15,070.51	(\$1,444.48) -3.15%
100.2170.52110.20.00000 Health Ins Certified OT Assistant	\$14,675.00	\$10,482.00	\$10,482.00	\$4,193.00	\$0.00	\$4,193.00 28.57%
100.2170.52120.20.00000 Dental Insurance Certified OT Assistant	\$662.00	\$468.45	\$468.45	\$193.55	\$0.00	\$193.55 29.24%
100.2170.52200.20.00000 Social Security Certified OT Assistant	\$3,507.00	\$2,355.45	\$2,355.45	\$1,151.55	\$0.00	\$1,151.55 32.84%
100.2170.52310.20.00000 Nonteacher Retirement	\$5,844.00	\$4,107.14	\$4,107.14	\$1,736.86	\$0.00	\$1,736.86 29.72%
100.2170.55800.20.00000 Travel COTA	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.2170.56100.20.00000 Supplies COTA	\$500.00	\$420.64	\$420.64	\$79.36	\$0.00	\$79.36 15.87%
100.2170.58100.20.00000 Dues & Fees COTA	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:6/30/2026

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
100.2210.51101.20.00000 Support Staff PD Training	\$0.00	\$3,300.22	\$3,300.22	(\$3,300.22)	\$0.00	(\$3,300.22) 0.00%
100.2210.52200.20.00000 Social Security	\$0.00	\$222.78	\$222.78	(\$222.78)	\$0.00	(\$222.78) 0.00%
100.2210.52310.20.00000 Nonteacher Retirement	\$0.00	\$23.24	\$23.24	(\$23.24)	\$0.00	(\$23.24) 0.00%
100.2210.53200.20.00000 Teachers' Staff Development CBA Article V.O	\$29,000.00	\$9,062.34	\$9,062.34	\$19,937.66	\$1,260.00	\$18,677.66 64.41%
100.2210.53201.20.00000 Support Staff Development Workshops	\$8,000.00	\$764.00	\$764.00	\$7,236.00	\$0.00	\$7,236.00 90.45%
100.2212.51100.20.00000 Salaries Curriculum	\$131,225.00	\$109,057.31	\$109,057.31	\$22,167.69	\$46,794.51	(\$24,626.82) -18.77%
100.2212.51101.20.00000 Curriculum Stipends	\$0.00	\$500.00	\$500.00	(\$500.00)	\$0.00	(\$500.00) 0.00%
100.2212.52110.20.00000 Health	\$69,285.00	\$59,110.78	\$59,110.78	\$10,174.22	\$0.00	\$10,174.22 14.68%
100.2212.52120.20.00000 Dental	\$2,160.00	\$2,260.90	\$2,260.90	(\$100.90)	\$0.00	(\$100.90) -4.67%
100.2212.52200.20.00000 Social Security Curriculum	\$10,039.00	\$8,404.86	\$8,404.86	\$1,634.14	\$0.00	\$1,634.14 16.28%
100.2212.52310.20.00000 Nonteacher Retirement Curriculum	\$11,184.00	\$8,495.57	\$8,495.57	\$2,688.43	\$0.00	\$2,688.43 24.04%
100.2212.52320.20.00000 Teacher Retirement Curriculum	\$0.00	\$2,650.06	\$2,650.06	(\$2,650.06)	\$0.00	(\$2,650.06) 0.00%
100.2212.53200.20.00000 Purchased Services District	\$13,600.00	\$2,012.00	\$2,012.00	\$11,588.00	\$0.00	\$11,588.00 85.21%
100.2212.55800.20.00000 Travel & Conferences Prof Dev District	\$2,200.00	\$50.43	\$50.43	\$2,149.57	\$0.00	\$2,149.57 97.71%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.2212.56100.20.00000 Supplies Prof Dev District	\$3,000.00	\$748.22	\$748.22	\$2,251.78	\$138.59	\$2,113.19 70.44%
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	\$8.00	\$8.00	\$492.00	\$0.00	\$492.00 98.40%
100.2222.51100.22.00000 Library Salaries Middle/High	\$59,600.00	\$37,230.77	\$37,230.77	\$22,369.23	\$23,269.23	(\$900.00) -1.51%
100.2222.51150.21.00000 Library Salaries Elementary	\$27,229.00	\$19,835.91	\$19,835.91	\$7,393.09	\$8,553.60	(\$1,160.51) -4.26%
100.2222.52110.21.00000 Health	\$26,207.00	\$18,719.25	\$18,719.25	\$7,487.75	\$0.00	\$7,487.75 28.57%
100.2222.52110.22.00000 Health Insurance Library Middle/High	\$39,622.00	\$28,293.90	\$28,293.90	\$11,328.10	\$0.00	\$11,328.10 28.59%
100.2222.52120.22.00000 Dental Insurance Library Middle/High	\$662.00	\$468.45	\$468.45	\$193.55	\$0.00	\$193.55 29.24%
100.2222.52200.21.00000 Social Security Library Elementary	\$2,083.00	\$1,021.88	\$1,021.88	\$1,061.12	\$0.00	\$1,061.12 50.94%
100.2222.52200.22.00000 Social Security Library Middle/High	\$4,559.00	\$2,568.37	\$2,568.37	\$1,990.63	\$0.00	\$1,990.63 43.66%
100.2222.52310.21.00000 Nonteacher Retirement Library Elementary	\$3,472.00	\$2,529.10	\$2,529.10	\$942.90	\$0.00	\$942.90 27.16%
100.2222.52320.22.00000 Teacher Retirement Library Middle/High	\$11,461.00	\$7,159.52	\$7,159.52	\$4,301.48	\$0.00	\$4,301.48 37.53%
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

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 6/30/2026

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
100.2222.56100.21.00000 Supplies Library Elementary	\$500.00	\$463.29	\$463.29	\$36.71	\$18.01	\$18.70 3.74%
100.2222.56100.22.00000 Supplies Library Middle/High	\$400.00	\$365.55	\$365.55	\$34.45	\$74.88	(\$40.43) -10.11%
100.2222.56410.21.00000 Books & Information Resources Library Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$1,994.56	\$5.44 0.27%
100.2222.56410.22.00000 Books & Information Resources Library Middle/High	\$5,000.00	\$4,144.01	\$4,144.01	\$855.99	\$138.79	\$717.20 14.34%
100.2222.56420.21.00000 Other Information Resources Library Elem	\$1,500.00	\$1,375.68	\$1,375.68	\$124.32	\$525.00	(\$400.68) -26.71%
100.2222.56420.22.00000 Other Information Resources Library Middle/High	\$4,122.00	\$3,160.90	\$3,160.90	\$961.10	\$0.00	\$961.10 23.32%
100.2310.51100.20.00000 School Board & Others' Salaries	\$4,350.00	\$4,050.00	\$4,050.00	\$300.00	\$252.00	\$48.00 1.10%
100.2310.52200.20.00000 Social Security School Board	\$333.00	\$267.76	\$267.76	\$65.24	\$0.00	\$65.24 19.59%
100.2310.53000.20.00000 Purchased Services Election Officials	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00 100.00%
100.2310.53301.20.00000 Legal Expenses School Board	\$4,000.00	\$8,466.19	\$8,466.19	(\$4,466.19)	\$0.00	(\$4,466.19) -111.65%
100.2310.53302.20.00000 Audit Expenses School Board	\$22,000.00	\$16,642.70	\$16,642.70	\$5,357.30	\$0.00	\$5,357.30 24.35%
100.2310.55800.20.00000 Travel & Conferences School Board	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2310.58100.20.00000 Dues & Fees School Board	\$4,500.00	\$4,454.20	\$4,454.20	\$45.80	\$0.00	\$45.80 1.02%
100.2310.58110.20.00000 Recognition & Awards School Board	\$1,000.00	\$870.00	\$870.00	\$130.00	\$0.00	\$130.00 13.00%

Hinsdale School District

General Ledger - On Demand Report

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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
100.2320.51100.20.00000 SAU Salaries	\$166,446.00	\$138,018.68	\$138,018.68	\$28,427.32	\$38,870.70	(\$10,443.38) -6.27%
100.2320.52110.20.00000 Health Insurance SAU	\$34,350.00	\$22,576.60	\$22,576.60	\$11,773.40	\$0.00	\$11,773.40 34.27%
100.2320.52120.20.00000 Dental Insurance SAU	\$2,256.00	\$2,747.60	\$2,747.60	(\$491.60)	\$0.00	(\$491.60) -21.79%
100.2320.52200.20.00000 Social Security SAU	\$12,733.00	\$10,313.07	\$10,313.07	\$2,419.93	\$0.00	\$2,419.93 19.01%
100.2320.52310.20.00000 NH Retirement SAU	\$7,834.00	\$6,202.79	\$6,202.79	\$1,631.21	\$0.00	\$1,631.21 20.82%
100.2320.53000.20.00000 Purchased Services SAU	\$73,575.00	\$7,950.00	\$7,950.00	\$65,625.00	\$0.00	\$65,625.00 89.19%
100.2320.53130.20.00000 Background Checks	\$4,000.00	\$4,064.00	\$4,064.00	(\$64.00)	\$0.00	(\$64.00) -1.60%
100.2320.53200.20.00000 Staff Development SAU	\$500.00	\$1,068.00	\$1,068.00	(\$568.00)	\$0.00	(\$568.00) -113.60%
100.2320.55340.20.00000 Postage SAU	\$500.00	\$665.78	\$665.78	(\$165.78)	\$0.00	(\$165.78) -33.16%
100.2320.55400.20.00000 Ads/Postings/Recruitment SAU	\$23,000.00	\$5,908.27	\$5,908.27	\$17,091.73	\$120.96	\$16,970.77 73.79%
100.2320.55500.20.00000 Printing SAU	\$2,500.00	\$324.24	\$324.24	\$2,175.76	\$0.00	\$2,175.76 87.03%
100.2320.55800.20.00000 Travel SAU	\$2,500.00	\$3,544.15	\$3,544.15	(\$1,044.15)	\$0.00	(\$1,044.15) -41.77%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$3,505.13	\$3,505.13	\$744.87	\$0.00	\$744.87 17.53%
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

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Print accounts with zero balance

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Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.57300.20.00000 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	\$314.46	\$314.46	\$4,685.54	\$0.00	\$4,685.54 93.71%
100.2330.51100.20.00000 Special Services Admin Salaries	\$224,104.00	\$175,728.40	\$175,728.40	\$48,375.60	\$55,365.42	(\$6,989.82) -3.12%
100.2330.52110.20.00000 Health Insurance Special Services Admin	\$73,641.00	\$55,026.50	\$55,026.50	\$18,614.50	\$0.00	\$18,614.50 25.28%
100.2330.52120.20.00000 Dental Insurance Special Services Admin	\$2,822.00	\$2,304.45	\$2,304.45	\$517.55	\$0.00	\$517.55 18.34%
100.2330.52200.20.00000 Social Security Special Services Admin	\$17,144.00	\$12,524.13	\$12,524.13	\$4,619.87	\$0.00	\$4,619.87 26.95%
100.2330.52310.20.00000 NH Retirement Special Services Admin	\$6,919.00	\$5,481.81	\$5,481.81	\$1,437.19	\$0.00	\$1,437.19 20.77%
100.2330.52320.20.00000 Teacher Retirement	\$32,660.00	\$25,524.72	\$25,524.72	\$7,135.28	\$0.00	\$7,135.28 21.85%
100.2330.55800.20.00000 Travel Special Services Admin	\$2,000.00	\$2,271.42	\$2,271.42	(\$271.42)	\$478.05	(\$749.47) -37.47%
100.2330.56100.20.00000 Supplies Special Services Admin	\$315.00	\$204.56	\$204.56	\$110.44	\$0.00	\$110.44 35.06%
100.2330.58100.20.00000 Dues & Fees Special Services Admin	\$5,000.00	\$2,799.90	\$2,799.90	\$2,200.10	\$375.00	\$1,825.10 36.50%
100.2400.51100.20.00000 Teacher Retirement Stipends CBA Appendix A.D	\$54,203.00	\$3,000.00	\$3,000.00	\$51,203.00	\$0.00	\$51,203.00 94.47%
100.2400.51100.21.00000 Admin Salaries Elementary	\$195,083.00	\$153,568.81	\$153,568.81	\$41,514.19	\$54,941.70	(\$13,427.51) -6.88%
100.2400.51100.22.00000 Admin Salaries Middle/High	\$269,376.00	\$212,368.07	\$212,368.07	\$57,007.93	\$68,565.97	(\$11,558.04) -4.29%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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

Account Type: EXPENDITURE

Print Detail Include PreEncumbrance

Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.52110.21.00000 Health Insurance Admin Elementary	\$69,285.00	\$53,175.42	\$53,175.42	\$16,109.58	\$0.00	\$16,109.58 23.25%
100.2400.52110.22.00000 Health Insurance Admin Middle/High	\$119,226.00	\$91,703.60	\$91,703.60	\$27,522.40	\$0.00	\$27,522.40 23.08%
100.2400.52120.21.00000 Dental Insurance Admin Elementary	\$2,822.00	\$2,556.15	\$2,556.15	\$265.85	\$0.00	\$265.85 9.42%
100.2400.52120.22.00000 Dental Insurance Admin Middle/High	\$3,240.00	\$3,085.80	\$3,085.80	\$154.20	\$0.00	\$154.20 4.76%
100.2400.52200.20.00000 Social Security CBA Appendix A.D	\$4,147.00	\$203.44	\$203.44	\$3,943.56	\$0.00	\$3,943.56 95.09%
100.2400.52200.21.00000 Social Security Admin Elementary	\$14,924.00	\$10,772.72	\$10,772.72	\$4,151.28	\$0.00	\$4,151.28 27.82%
100.2400.52200.22.00000 Social Security Admin Middle/High	\$20,607.00	\$14,663.21	\$14,663.21	\$5,943.79	\$0.00	\$5,943.79 28.84%
100.2400.52310.20.00000 Nonteacher Retirement	\$0.00	\$382.50	\$382.50	(\$382.50)	\$0.00	(\$382.50) 0.00%
100.2400.52310.21.00000 Nonteacher Retirement Admin Elementary	\$11,741.00	\$9,182.43	\$9,182.43	\$2,558.57	\$0.00	\$2,558.57 21.79%
100.2400.52310.22.00000 Nonteacher Retirement Admin Middle/High	\$6,813.00	\$5,374.18	\$5,374.18	\$1,438.82	\$0.00	\$1,438.82 21.12%
100.2400.52320.20.00000 Teacher Retirement CBA Appendix A.D	\$10,423.00	\$0.00	\$0.00	\$10,423.00	\$0.00	\$10,423.00 100.00%
100.2400.52320.21.00000 Teacher Retirement Admin Elementary	\$19,807.00	\$15,681.92	\$15,681.92	\$4,125.08	\$0.00	\$4,125.08 20.83%
100.2400.52320.22.00000 Teacher Retirement Admin Middle/High	\$37,408.00	\$29,617.30	\$29,617.30	\$7,790.70	\$0.00	\$7,790.70 20.83%
100.2400.53200.22.00000 NEASC	\$0.00	\$2,836.58	\$2,836.58	(\$2,836.58)	\$73.25	(\$2,909.83) 0.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date: 7/1/2025 To Date: 6/30/2026

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

Account Type: EXPENDITURE

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Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.55340.21.00000 Postage Admin Elementary	\$1,500.00	\$560.61	\$560.61	\$939.39	\$182.58	\$756.81 50.45%
100.2400.55340.22.00000 Postage Admin Secondary	\$6,000.00	\$5,005.68	\$5,005.68	\$994.32	\$0.00	\$994.32 16.57%
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	\$0.00	\$702.60 70.26%
100.2400.56100.21.00000 Supplies Admin Elementary	\$3,600.00	\$746.14	\$746.14	\$2,853.86	\$247.96	\$2,605.90 72.39%
100.2400.56100.22.00000 Supplies Admin Middle/High	\$1.00	\$1,222.69	\$1,222.69	(\$1,221.69)	\$140.71	(\$1,362.40) -136240.00%
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	\$5,830.80	\$5,830.80	\$2,054.20	\$0.00	\$2,054.20 26.05%
100.2500.51100.20.00000 Salaries Business Office	\$190,542.00	\$161,394.79	\$161,394.79	\$29,147.21	\$56,926.01	(\$27,778.80) -14.58%
100.2500.52110.20.00000 Health	\$44,025.00	\$33,865.00	\$33,865.00	\$10,160.00	\$0.00	\$10,160.00 23.08%
100.2500.52120.20.00000 Dental	\$2,160.00	\$1,533.00	\$1,533.00	\$627.00	\$0.00	\$627.00 29.03%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,500.00	\$14,035.20	\$14,035.20	\$7,464.80	\$0.00	\$7,464.80 34.72%
100.2500.52200.20.00000 Social Security	\$14,576.00	\$11,983.50	\$11,983.50	\$2,592.50	\$0.00	\$2,592.50 17.79%
100.2500.52310.20.00000 Retirement	\$7,450.00	\$6,566.67	\$6,566.67	\$883.33	\$0.00	\$883.33 11.86%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date: 7/1/2025 To Date: 6/30/2026

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
100.2500.52320.20.00000 Teacher Retirement	\$22,497.00	\$20,018.51	\$20,018.51	\$2,478.49	\$0.00	\$2,478.49 11.02%
100.2500.52500.20.00000 Unemployment Insurance	\$10,219.00	\$10,158.00	\$10,158.00	\$61.00	\$0.00	\$61.00 0.60%
100.2500.52600.20.00000 Workers' Comp Ins	\$30,019.00	\$30,019.00	\$30,019.00	\$0.00	\$0.00	\$0.00 0.00%
100.2500.56500.20.00000 Business Software	\$17,300.00	\$17,642.55	\$17,642.55	(\$342.55)	\$0.00	(\$342.55) -1.98%
100.2500.58100.20.00000 Dues & Fees Business	\$2,000.00	\$220.00	\$220.00	\$1,780.00	\$0.00	\$1,780.00 89.00%
100.2600.51100.20.00000 Custodian Salaries	\$423,904.00	\$300,534.64	\$300,534.64	\$123,369.36	\$76,822.43	\$46,546.93 10.98%
100.2600.52110.20.00000 Health Insurance Custodians	\$272,512.00	\$158,149.39	\$158,149.39	\$114,362.61	\$0.00	\$114,362.61 41.97%
100.2600.52120.20.00000 Dental Insurance Custodians	\$2,160.00	\$1,956.60	\$1,956.60	\$203.40	\$0.00	\$203.40 9.42%
100.2600.52200.20.00000 Social Security Custodians	\$32,429.00	\$21,417.02	\$21,417.02	\$11,011.98	\$0.00	\$11,011.98 33.96%
100.2600.52310.20.00000 Nonteacher Retirement Custodians	\$52,390.00	\$35,772.26	\$35,772.26	\$16,617.74	\$0.00	\$16,617.74 31.72%
100.2600.53000.20.00000 Building & Grounds Contract Services	\$62,000.00	\$41,049.74	\$41,049.74	\$20,950.26	\$0.00	\$20,950.26 33.79%
100.2600.54110.20.00000 Water/Sewer	\$29,000.00	\$10,383.70	\$10,383.70	\$18,616.30	\$0.00	\$18,616.30 64.19%
100.2600.54210.20.00000 Disposal Services	\$19,950.00	\$11,401.00	\$11,401.00	\$8,549.00	\$0.00	\$8,549.00 42.85%
100.2600.54300.20.00000 Repairs & Maintenance	\$60,000.00	\$46,884.92	\$46,884.92	\$13,115.08	\$0.00	\$13,115.08 21.86%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026 From Date:7/1/2025 To Date:6/30/2026

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

Account Type: EXPENDITURE

Print Detail Include PreEncumbrance

Print accounts with zero balance

Include Inactive Accounts

Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.55200.20.00000 Property Insurance	\$46,691.00	\$46,691.00	\$46,691.00	\$0.00	\$0.00	\$0.00 0.00%
100.2600.55800.20.00000 Training & Travel	\$1,500.00	\$1,012.20	\$1,012.20	\$487.80	\$0.00	\$487.80 32.52%
100.2600.56100.20.00000 Supplies	\$43,000.00	\$21,534.54	\$21,534.54	\$21,465.46	\$0.00	\$21,465.46 49.92%
100.2600.56110.20.00000 Maintenance Supplies	\$38,000.00	\$19,203.80	\$19,203.80	\$18,796.20	\$98.10	\$18,698.10 49.21%
100.2600.56220.20.00000 Electricity	\$188,000.00	\$118,064.02	\$118,064.02	\$69,935.98	\$0.00	\$69,935.98 37.20%
100.2600.56230.20.00000 Bottled Gas	\$15,500.00	\$9,707.21	\$9,707.21	\$5,792.79	\$0.00	\$5,792.79 37.37%
100.2600.56240.20.00000 Heating Oil	\$130,000.00	\$74,634.83	\$74,634.83	\$55,365.17	\$0.00	\$55,365.17 42.59%
100.2600.56260.20.00000 Gasoline	\$3,900.00	\$165.90	\$165.90	\$3,734.10	\$0.00	\$3,734.10 95.75%
100.2600.57300.20.00000 Maintenance Equipment	\$9,500.00	\$8,019.00	\$8,019.00	\$1,481.00	\$0.00	\$1,481.00 15.59%
100.2600.57370.20.00000 Replacement Furniture/Fixtures	\$3,996.00	\$926.97	\$926.97	\$3,069.03	\$2,877.31	\$191.72 4.80%
100.2700.51100.20.00000 Transportation Salaries	\$15,611.00	\$4,433.25	\$4,433.25	\$11,177.75	\$0.00	\$11,177.75 71.60%
100.2700.52200.20.00000 Social Security	\$1,194.00	\$339.14	\$339.14	\$854.86	\$0.00	\$854.86 71.60%
100.2700.55191.20.00000 Regular Student Transportation	\$388,547.00	\$145,672.38	\$145,672.38	\$242,874.62	\$0.00	\$242,874.62 62.51%
100.2700.55192.20.00000 Special Education Transportation	\$408,000.00	\$170,114.79	\$170,114.79	\$237,885.21	\$0.00	\$237,885.21 58.31%

Hinsdale School District

General Ledger - On Demand Report

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From Date:7/1/2025

To Date:6/30/2026

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Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2725.55170.22.00000 Athletic Transportation	\$50,000.00	\$18,379.98	\$18,379.98	\$31,620.02	\$0.00	\$31,620.02 63.24%
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	\$1,752.85	\$1,752.85	\$3,247.15	\$0.00	\$3,247.15 64.94%
100.2840.51100.20.00000 Salaries Technology	\$163,640.00	\$152,340.35	\$152,340.35	\$11,299.65	\$47,376.00	(\$36,076.35) -22.05%
100.2840.52110.20.00000 Health Tech	\$68,782.00	\$52,334.01	\$52,334.01	\$16,447.99	\$0.00	\$16,447.99 23.91%
100.2840.52120.20.00000 Dental Tech	\$2,404.00	\$2,009.92	\$2,009.92	\$394.08	\$0.00	\$394.08 16.39%
100.2840.52200.20.00000 Social Security Tech	\$12,518.00	\$10,958.34	\$10,958.34	\$1,559.66	\$0.00	\$1,559.66 12.46%
100.2840.52310.20.00000 Nonteacher Retirement	\$20,864.00	\$18,759.18	\$18,759.18	\$2,104.82	\$0.00	\$2,104.82 10.09%
100.2840.53400.20.00000 Powerschool Annual Support	\$8,300.00	\$14,373.50	\$14,373.50	(\$6,073.50)	\$523.00	(\$6,596.50) -79.48%
100.2840.54300.20.00000 Repairs Tech	\$6,000.00	\$1,118.59	\$1,118.59	\$4,881.41	\$1,190.00	\$3,691.41 61.52%
100.2840.54420.20.00000 Copier Lease/Maint.	\$18,274.00	\$8,229.10	\$8,229.10	\$10,044.90	\$0.00	\$10,044.90 54.97%
100.2840.55310.20.00000 Phone Internet	\$31,000.00	\$20,452.07	\$20,452.07	\$10,547.93	\$0.00	\$10,547.93 34.03%
100.2840.56100.20.00000 Supplies Tech	\$9,000.00	\$7,488.64	\$7,488.64	\$1,511.36	\$0.00	\$1,511.36 16.79%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

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Account Type: EXPENDITURE

Print Detail

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
100.2840.56500.20.00000 Software	\$34,211.00	\$31,366.13	\$31,366.13	\$2,844.87	\$0.00	\$2,844.87 8.32%
100.2840.57340.20.00000 IT Equipment	\$56,250.00	\$60,089.93	\$60,089.93	(\$3,839.93)	\$0.00	(\$3,839.93) -6.83%
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	\$720,000.00	\$720,000.00	\$0.00	\$0.00	\$0.00 0.00%
100.5100.58400.20.00000 Debt Interest	\$37,178.00	\$37,177.50	\$37,177.50	\$0.50	\$0.00	\$0.50 0.00%
Fund: 100	\$15,469,017.00	\$9,681,765.27	\$9,681,765.27	\$5,787,251.73	\$2,152,442.81	\$3,634,808.92

Hinsdale School District

General Ledger - On Demand Report

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Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

Grand Total:

\$15,469,017.00

\$9,681,765.27

\$9,681,765.27

\$5,787,251.73

\$2,152,442.81

\$3,634,808.92

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

April 2026

This month is planning and preparing for several big events that are in the works.

- Kindness Day- What started out as small idea had grown into a district wide event that everyone is getting in on. On April 17th, every Advisory at the Middle High School and every class at the Elementary School will be participating in an activity of their choosing that will spread kindness throughout our community. This activity speaks to Priority area #2 in our strategic plan of climate and culture. This event takes a a large amount of planning time and I am grateful to Palak Patel for assisting me with this undertaking. Each project brings student voice into the process as each classroom/ advisory decides together what they would like to do to spread kindness. This is truly a collaborative student-centered event which we will continue to build on in the future years.
- Student Agency presentation in Concord- Our 15 Student Agency kids will be headed to Concord on April 16th to present at the Future Learning Pathways conference, which will include teachers, principals, and school administrators from across the state. This has required our students to think deeply how they and all students “belong” in our school community. This work directly connects to Priority area #2 in our strategic plan. Our students will sit on a panel and will be addressing questions that relate to our SA process and their experiences over the past two years of their work.
- Plymouth State campus visit- On April 21st 20-30 students will be taking a trip to Plymouth State College to engage in an interactive day of tours, classes, and networking. During this day the students will participate in classes that will be designed to bring in their voice and to allow them to get a feel of what a college class feels like in real time.
- LNA course- I have worked with Genesis Healthcare to ensure our students have spots for the paid summer training. We were able to enroll three students in the course.
- Elementary Career Center- We are asking the board for approval to dedicate the newly renovated room at HES to Geoffrey Holt. Mr. Holt’s generous donation to our school and community is a tremendous gift that will impact generations to come. This career center is but a small way that we can honor his legacy so that he will never be forgotten.

Curriculum Report- Jeanne Sturges

During recent HMHS PLC and Program Review meetings, faculty continued district-wide work to strengthen curriculum alignment and instructional coherence. Teachers began developing competency maps for core courses, which will continue throughout the year, with the goal of completing maps by June. These maps are designed to align standards, instruction, and assessment while promoting consistency and equitable learning experiences for all students.

The Social Studies team finalized core competencies to anchor all courses and is developing competency maps and UbD Stage 1 and 2 documents. The team also explored expanding student course options while maintaining current graduation requirements, reviewed the Winchester K–8 curriculum for vertical alignment, and collaborated with special educators to adapt materials for diverse learners. Similarly, the Science team finalized draft competencies for adoption and will use the UbD framework, rather than traditional competency maps, to support curriculum articulation. Work is ongoing to develop tools for “I can” statements, adapt materials for Life Skills students, and strengthen overall alignment.

The district launched an AI Study/Work Group to build staff capacity and develop shared expectations for the ethical and effective use of AI in classrooms, aligned with the New Hampshire AI Guidance for Schools Framework.

The district completed WIDA ACCESS testing for English Learners. A recent change in state law (House Bill 266) removed the requirement for parental consent for voice recordings during standardized testing; however, this did not impact current practices as consent had already been obtained in accordance with RSA 189-B:4. The district is also publishing its LAU Plan and implementing a Title IV-funded classroom translation system to provide real-time language support for multilingual learners. Teachers will receive targeted professional development to support effective implementation of these tools.

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 April 2026

Submitted 4/1/26 by Anna Roth

- **Congratulations to our Future Business Leaders of America Club, advised by Billy Fraser. After final scoring, we are pleased to share that FOUR of our students qualified for the National Conference!**
- **The HMHS HASP Drama Club production of Beetlejuice Jr. was amazing!**
- **We invited over 50 students to our annual AP Breakfast!**

Teaching and Learning

Scheduling is in full swing for next year. Ms. Allen has gathered most of the student requests. Next steps are to build the master schedule, which is a complex process with several moving parts: high school student requests, middle school schedule requirements, VEX scheduling, and teacher availability. The system is designed to produce a master schedule that meets the highest percentage of requests; Ms. Allen will fine tune from there.

Testing season is upon us beginning with the SAT School Day assessment for students in 11th grade on April 9. Beginning on April 21st, the NH SAS suite of assessments will be given to students in grades 6-8 and 11 (science only). The AP Exams for the courses offered at HMHS will begin on May 6th. Finally, final exams are scheduled to begin on June 8th for the senior class and on June 11th for the remaining students. It will surely be a busy end to the year!

Our March PD day was very productive. HMHS staff spent time in various groupings digging into the HSD Strategic Plan. Groups broke the goals into smaller, achievable objectives; identified ways we are already working towards some of the goals; plotted strategies on impact-effort matrices; and created goal to action plans for an objective of their choice. Each teacher was asked to make a commitment to something they will do individually to support forward momentum of the Strategic Plan during the last quarter of the year. This will be ongoing work as we revisit and review the goals within the plan during its lifetime.

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@hnhdsd.org or 603-336-5728

Tel. (603) 336-5984 – Fax (603) 336-7497 – E-mail aroth@hnhdsd.org

Culture & Climate

We are excited to collaborate with SAU staff to provide several opportunities to our students in the coming weeks. Our Student Agency group, led by Karen Thompson, will be presenting at the next Future Learning Pathways panel. A group of students will be visiting Amherst College as part of a partnership with the College Board, fostered by Dr. Ryan. Another group of students will be visiting Plymouth State College, also coordinated by Dr. Ryan. We are also discussing the idea of creating “excursions” for some of our students over the summer to introduce them to some cultural experiences that they may not otherwise have. All of these opportunities support our goal of helping students from Hinsdale compete in an equitable way when they are side by side students from larger, more affluent school communities.

Staffing

This month Mr. Ponce and I will be finishing up our formal observations. Additionally, I will be receiving artifacts and reflections from those tenured teachers who chose either Portfolio or Collaborative Coaching for their evaluation track. These observations and/or artifacts/reflections, combined with our anecdotal notes from conversations and walk-throughs, help inform our summative evaluations for teachers. Written summative narratives are due to teachers by April 30.

Enrollment (as of 3/5/26)

6 th	46	
7 th	42	
8 th	40	
9 th	47	
10 th	40	
11 th	40	2 WRCC
12 th	35	5 WRCC
Total	290	

Upcoming Events

Kindness Day 4/17

NHS Induction 5/7

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, M.Ed.
Special Education Coordinator

BASSETT, ANNA, M.Ed.
MTSS-Academic Coordinator

SARA DONAHUE, LICSW
Social Worker

April 2026

Instruction:

We have focused on our professional learning and student achievement in writing with added urgency and support. These efforts have been made possible by Anna Bassett and the MTSS-Academic team.

The NHSAS does not split apart reading and writing for the overall ELA score. As a faculty, we looked at last year's 3rd and 4th grade writing data from NHSAS. These students are now our 4th and 5th graders. We found that of the 66 areas (33 per grade) we could look at our data vs. The state data we only outperformed the state in one area (4th grade conventions in opinion writing). We also noticed that in both 3rd and 4th grade no students scored a 3 or 4 (1-4 scale) in any of the three areas (informative, narrative, opinion). This accelerated and re-shifted our focus in writing from handwriting first to the actual structure of written expression. We will be looking at piloting a handwriting program next school year.

SRSD (Self-Regulated Strategy Development) is one of the most empirically validated writing interventions available, with:

- Large effect sizes
- Strong causal evidence
- Consistent replication

myView is a core curriculum, not a targeted writing intervention:

- Evidence supports general literacy gains
- But less rigorous and less specific evidence for writing achievement

We have rolled out SRSD (Releasing Writers/'ThinkSRSD') in phases for staff and thus far there is a lot of energy for this.

February- Select staff working on writing programming during the Feb. Break had initial training

March- Staff were given a brief overview and student baseline samples were collected. On the 27th they were given a more in-depth overview to focus on key strategies and a chance to grade

the samples. This led to continued talking and energy about the next steps for students. We reviewed again at our staff meeting on the 31st.

April- Staff are setting goals and implementing the key components during writing with students. Another vacation program will be available for staff and students in 3rd-5th grade.

May/June- Additional opportunities to grade samples and focus on writing to the key concepts.

June-A full training and plan for the 2026-2027 school year to have full implementation which supplements our MyView curriculum. We will have ongoing PD and support throughout next year as well.

Operations:

We are actively hiring for our 3rd grade position and special education position.

We have the Dean of Students description for the board as well.

Preschool:

Teaching & Learning Goal #: 06 Hinsdale Elementary School will expand and strengthen the preschool program.

Strategic Plan

Expansion of Access and Programming — We will research and design a mixed-delivery system that removes barriers for families to access programs, ensures high-quality offerings, and secures robust, sustained funding to provide programming and support that best serve students' learning needs.

Our Status:

We are planning for the following model for the 2026-2027 school year due to these data:

-Potential for 28 four-year-olds

-Only know of 7 three-year-olds

-Tuition has been set for a decade or more, comparisons indicate our tuition is 10% of other districts for similar programs

-Hinsdale continues to want to market ourselves and expanding to a full day option exceeds other district's offerings

- Parents have shared a want for full day programming due to the needs to arrange transportation and other daycare (often at a full day cost)

-Early intervention is a known driver for increased achievement and reduced risk outcomes (our local K data supports this as well)

-We have historically had a 3-year-old 3-day AM program, and a 4-year-old 5-day PM program

-This year we expanded to AM/PM 3 day half day sessions for 3-year-olds and kept the 5-half day for 4-year-olds

Our current recommendation for the board to share their thoughts:

*Students who receive special education services through an IEP would attend at no cost
*Families would need to fill out the free/reduced lunch application. Reduced= 85% of total (same as lunch), Free= our current rate

-5 full day 4-year-old option

-Teacher would not attend specials and would have their prep then

-Nap time would need to be built in

-Cost: \$200/\$170 Reduced/\$120 Free MONTHLY

-5 half day PM 4-year-old option

-Cost \$100/\$85 Reduced/\$60 Free MONTHLY

-3 half day AM 3-year-old option

-Cost \$60/\$51 reduced/\$36 Free MONTHLY

Celebration:

- NHDI Success! Thank you to Jess Mahoney for working out all details for the two-week residency
- Math Night Success! Thank you to Mr. Fields & Mrs. Snide- and all staff who joined!
- Emma Newman for the Giraffe Award
- Jenn Taggart & Emma Newman for the risk challenge!
- We have had 14 students in grades K-5 be recognized after being nominated by their teachers with the New Hampshire Fisher Cats! This is through their Most Improved Student Program, and they received a complimentary ticket for a game on May 2nd!

Upcoming Events:

Kindness Day: April 17th

All School Meeting: April 17th *TBD TIME (Afternoon)

April 23rd 6PM-7PM- 4th and 5th grade parent information meeting for the field trip to Albany

NHSAS:

Grade 3

May 19, 20, 21 (Reading, Writing, Math)

Grade 4

May 12, 13, 14 (Reading, Writing, Math)

Grade 5

May 5th and 6th (Reading and Writing)

May 12th and 13th (Math and Science)

April 28th- May 26th: Scrap metal behind HES for the HMHS PTCA fundraiser
PTA Meeting: May 21 6-7

All School Meeting: May 22nd – Memorial Day ceremony time TBD

June 2nd-American Young Voices Field Trip for 4th and 5th grade: June 2nd Albany

Our chorus ranges from 4,500 to 8,500 children, all performing at the same time to a sold-out audience of friends and family.

In 1996, David Lewis, founder of the Young Voices International organization, became aware that school music in the United Kingdom was on the decline. Along with his family, Lewis went on a mission to assist music teachers, especially at schools with little to no music programming, in giving students an opportunity that would inspire a love of music in a momentous way: through amazing massed-voice concerts in local arenas. Today, the Young Voices educational program features over 200,000 different students each year singing over multiple nights in cities across England, as well as Ireland, Germany, Trinidad and Tobago, South Africa, and since 2015, the United States.

Location: Albany, New York (MVP Arena)

Address: 51 S Pearl St, Albany, NY 12207 (85 miles away- 2 hours)

The itinerary of the day is as followed:

by 2:30pm – Schools arrive at the arena

3:15pm – Rehearsal begins

5:00pm – Dinner Break

6:00pm – Return to seats; Doors open to families and guests

7:00pm – Concert starts! (Families purchase tickets \$35 to the concert)

8:30pm – Approximate end time

Field Day: June 15th, Rain Date June 16th

5th grade recognition: June 17th

Tentative All School Meeting: June 17th 9:15

Report from the
DIRECTOR OF
TECHNOLOGY

David Ryan, Ed.D.
Superintendent

Jane Fortson, CPA
Business Administrator

HINSDALE SCHOOL DISTRICT

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

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

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

Justin Therieau
Director of Technology
April 2026 Technology Report

Hinsdale School Board,

Middle of Year (MOY) state reporting was completed this month. This process updates the roster for SAT and NHSAS testing that is coming soon. We deployed the updated secure browsers for each of these tests and will be asking staff to check with their students to ensure the updates have been applied prior to the testing days.

We have begun work with the curriculum department on outlining a list of competencies that staff need to have to use our technology successfully. Daisy Frederick is working on the list based on her experience as a teacher and her experience working with our staff and technology. This list will then be evaluated and prioritized to form a self-assessment rubric that we will send to staff. The result of self-assessment will help determine where future technology professional development efforts should be spent.

Looking to the future, once the professional development is completed, we will evaluate our self-assessment and expand it to include more detailed or higher skill level competencies and then continue to work on new professional development based on that new assessment. This will be a multi-year project, but we are excited to help train our staff and remove some mystery or headaches around parts of our technological environment.

We supported the High Schools design challenge by providing, a projector, speakers, and microphones at the town hall.

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
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Student Services Board Report for April 2026

Submitted April 1, 2026, by Patricia Wallace, M.Ed., CAGS

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

- Have not received any new indicator reports since last meeting.
- I have released and published information for indicator 8 Parent survey. The information for parents to complete the survey is on the website, gone out through social media, posted at the SAU and will be attached to the principal's highlights. (see attached)

Ongoing projects through Special Education:

- Submitted the final report to the DOE about LEA root cause analysis from 2024-2025
- Have not received the report for 2025-2026, should be coming out any day.

Numbers in Special Education for March 2026:

- Number of Special Education Students that moved out of district: 1-5
- Number of Special Education Students that moved into the district: 1-5
- Number of new referrals made in March: 6-10
 - Preschool – Early Childhood supports referral: 1-5
 - 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 Cassie Moore. She is a Special Educator/Case manager at the Elementary School.

Individual Employee Plan (I.E.P)

Hi, I'm Cassie Moore

What is your fight song? No Survivors – Jeremy Camp

What is one thing about you that you want the school committee to know? Every person is capable of learning new things and growing.

Why is this important to you? This is important to be because it is the core belief of my teaching and life.

I work best when I have a plan of action but also anticipate the need to be flexible.

My unique talent/character is I do not have a unique talent.

My family members are: My husband Dan, my children, Emma, Samantha, Jasen & Danielle

What is your best professional accomplishment, My biggest professional accomplishment was teaching a student with an incredible low reading level, not only how to read but to read so well they were able to rejoin their classmates to move onto the middle school with their classmates.

I like to receive recognition Privately

My preferred learning style is Visual

My favor memory teaching I have too many to choose just one specific favorite memory

I relax by exercise and prayer

I can live without snow

I can't live without music

I prefer coffee over tea; bagel over donut; salty over sweet and getting up early over staying up late.

If I won the lotto for \$200 million the first three things I would buy are: I would pay off my house, put money away for the kids future and donate to a few of my favorite organizations.

I went to High School at Oakmont Regional High School, Ashburnham, MA

What college did you attend: Fitchburg State University- Bachelors' Psychology, Southern New Hampshire University: Master's in Education.

Why go into a career as an educator: to help enable the future generations to learn and figure out their passions!

As the Director of Student Services, I appreciate Cassie for her dedication to her students. In her first year at Hinsdale, she has fit in seamlessly and quickly become a trusted

member of the school community. She plays an important role on the Preschool and Special Education Team. Thanks Cassie.



NH PARENT INVOLVEMENT SURVEY:

HOW WELL DOES YOUR SCHOOL INVOLVE PARENTS TO IMPROVE RESULTS FOR CHILDREN IN SPECIAL EDUCATION?

WHAT IS THE NH PARENT SURVEY?

The New Hampshire Department of Education (NHED) is conducting its annual Parent Involvement survey for parents of students who receive special education services. This survey assesses how effectively school districts engage families to improve services for children with disabilities.

Please **complete one survey for each child you have receiving special education services**. All responses are anonymous.

WHY SHOULD YOU TAKE IT?

- Share your experience to strengthen parent-school partnerships.
- Ensure your district and state hear what matters to families.
- Higher participation means more accurate results.
- This survey will only take a few minutes to complete.

SCAN THE QR CODE TAKE THE SURVEY



New Hampshire

Department of Education

BOARD BUSINESS

School Board Committees

2026-2027

1) Budget Committee Representative(s):

The purpose is to maintain the fiscal stability and long-term economic health of the Institute. The Committee oversees that financial planning for the Institute is supportive of and fully integrated with the long-range plans and mission of the Institute.

The Board has a voting member that is a part of the Town Budget Committee per RSA 32:15 I (b) “One member of the governing body of the municipality and, if the municipality is a town, one member of the school board of each school district wholly within the town and one member of each village district wholly within the town, all of whom shall be appointed by their respective boards to serve for a term of one year and until their successors are qualified. Each such member may be represented by an alternate member designated by the respective board, who shall, when sitting, have the same authority as the regular member.”

The Representative to the Budget Committee will be expected to attend all meetings or notify their alternate of a meeting they cannot attend. The representative will act as a liaison between the Hinsdale School Board and the Budget Committee. Meetings are held on a monthly basis (3rd Wednesday) except in the months of October to February when the meetings are more frequent.

2025-2026: April Anderson (Kaylah Hemlow = alternate)

2026-2027: _____

2) Community Connections Committee:

The charge of the Community Connections Committee is to provide the community of Hinsdale with information on the activities of the school up to and including district initiatives, events, and School Board information. The committee will also collaborate with parents to assist with the developmental needs of all children. After the initial work of this committee to implement a plan of action, the committee will meet on a quarterly basis.

2025-2026: April Anderson & Kaylah Hemlow

2026-2027: _____

3) Facilities Maintenance/Emergency Committee:

The committee’s responsibility will be to carry out School Board policy EBCA-

Emergency Plan, the charge will be to work and establish relationships with local and state emergency and law enforcement authorities. The emergency plan should address hazards such as Acts of violence, natural disasters fire, hazardous materials, medical emergencies and other hazards. The committee will meet at least quarterly.

The charge of the Facilities will be to develop and implement a Facility Maintenance Plan for the Hinsdale School District. The committee will consist of two board members, the Business Administrator and the Facilities Director. After the initial meetings to develop the plan, this committee will meet quarterly.

2025-2026: Wayne Dingman, Jr.

2026-2027: _____

4) HASP Advisory Board:

The representatives of the School Board will be voting members of the Hinsdale After School Program Advisory Board (HASP). The primary purpose of the Hinsdale After School Program Advisory Committee is to help the Site Director develop community resources, assess needs and evaluate the overall program and to publicize its effectiveness. The council serves in an advisory capacity only, has no legal powers to put recommendations into action nor does it have any liability that may result from consequences of actions taken. Its effectiveness and influence are the counsel it provides rather than through legal authority.

The meetings are held monthly on the second Wednesday of the month.

2025-2026: Kendra Gardner & Kaylah Hemlow

2026-2027: _____

5) Legislative/NHSBA Reporting:

Reporting out of legislative updates and New Hampshire School Board. Information of interest concerning educational issues may be reported to the Board at the monthly meeting.

2025-2026: April Anderson

2026-2027: _____

6) Personnel Committee:

The committee's responsibility includes handling negotiations and benefits policies. This committee will report to the board as necessary. This committee will meet on an as-needed basis.

2025-2026: April Anderson & Wayne Dingman

2026-2027: _____

7) Policy Committee:

The Policy Committee of the Hinsdale School Board is responsible for reviewing the policies of the Hinsdale School District. The Policy Committee conducts an ongoing review of existing policies and makes recommendations for amendments to the policies to the Hinsdale School Board. The Policy Committee also recommends the adoption of new policies and the elimination of policies that are no longer relevant to the Hinsdale School District.

2025-2026: Kendra Gardner

2026-2027: _____

8) Selectboard Representative:

The representative will attend the next meeting of the Selectmen after the monthly school board meeting to update the selectman of matters of mutual interest.

2025-2026: Wayne Dingman, Jr.

2026-2027: _____

9) Wellness Committee:

The committee's responsibilities include support for worksite health and safety. It will serve as a policy review committee for policy JLCF - Wellness Policy. This committee will meet at least quarterly. The committee will report to the Board and to each other in the form of minutes and verbally as needed.

2025-2026: Kaylah Hemlow

2026-2027: _____



NHSBA Announcement: 2026 Call for Resolutions

Dear NHSBA Members -

We are pleased to announce that the next NHSBA Delegate Assembly is scheduled for Saturday October 17, 2026, to be held at the Grappone Conference Center in Concord. NHSBA is now accepting submissions for our annual NHSBA Delegate Assembly.

Resolution Submission Process:

Each NHSBA member-school board is allowed to submit one or more proposed Resolutions. Proposals may be a new Resolution or may seek to amend any current NHSBA Resolution. Each member-school board may send one voting Delegate. However, any and all board members are invited to attend.

All submitted and proposed Resolutions will be brought forward to the NHSBA Board of Directors, whereupon the Board of Directors will make a recommendation to either support passage or not support passage of the proposal. This recommendation is advisory only. If the Board of Directors supports passage of the proposed Resolution, it will then be presented to the Delegate for discussion and a vote. If the Board of Directors does not recommend passage of the proposed Resolution, the proposal may still be brought forward for discussion and vote if proposed Resolution is moved and seconded.

Delegation for consideration, with discussion to follow, according to the will of the body. These Resolutions and Statements of Belief guide NHSBA's state-wide advocacy efforts.

To submit a proposed Resolution please [click here](#). Current NHSBA Resolutions can be [viewed here](#).

The deadline for submitting proposals is **4pm on Friday July 3, 2026**. NHSBA respectfully asks that proposed Resolutions are submitted by this deadline. **It is imperative that proposed Resolutions are submitted before the deadline so that other school boards have an opportunity to discuss and decide their position before the Assembly.**

Please contact NHSBA Executive Director, Barrett M. Christina, if you have any questions.

Thank you for your attention to this matter.

Barrett M. Christina, Esq.
NHSBA Executive Director
bchristina@nhsba.org
(603) 228-2061



Caitlin D. Davis
Commissioner

Richard K. Sala
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

March 27, 2026

TO: Federal Subrecipients

FROM: Jessica Lescarbeau, Bureau Administrator
Bureau of Instructional Support

SUBJECT: 2026-2027 General Assurances

The New Hampshire Department of Education (NHED) has developed the attached “General Assurances, Requirements and Definitions for Participation in Federal Programs” document that must be signed by all subrecipients of federal funds passed through the NHED. The federally funded programs require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore considered “general assurances.”

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subawardees for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which includes requirements and definitions in an effort to provide guidance relative to implementation of the underlying assurances.

Each subrecipient must fully execute these assurances by;

1. Initialing **each page** in the space provided (no initials required for the signature pages)
2. Execute the proper certification for your subrecipient type on the certification page. Your subrecipient type may require further certification by the local board.
3. **Local Educational Agency (LEA) subrecipients:** upload the document in its entirety to the LEA 2026-2027 homepage in the Grants Management System (GMS).
4. **Reporting Authority (RA) subrecipients:** if in GMS, upload the document in its entirety to the RA 2026-2027 homepage in GMS.
5. **Other subrecipients (not in GMS):** return this document to the appropriate Federal Program Manager.

Please note, other program specific assurances will still be requested by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during federal compliance monitoring. Annual audits by CPAs in accordance with the Single Audit Act may also include compliance checks.

These assurances must be uploaded or returned (as described above) no later than **July 1, 2026**, in conjunction with federal program application deadlines. These general assurances are a requirement of all federal program applications.

Additionally, local educational agency subrecipients, please note that the practice of the School Board authorizing the Senior Educational Official to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

General assurances must be uploaded and/or submitted for each subrecipient applying for federal funds.

If you have any questions regarding these general assurances, please contact Jessica Lescarbeau, Bureau Administrator, Bureau of Instructional Support at Jessica.L.Lescarbeau@doe.nh.gov.

Thank you,

Jessica Lescarbeau

Jessica Lescarbeau
Bureau Administrator

New Hampshire Department of Education

2026-2027

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

A. Definitions (2 CFR 200.1)

- 1) **Audit finding** – Deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Community based organization** – The term “community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that— (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.
- 3) **Local educational agency** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
- 4) **Management decision** – The Federal awarding agency’s or pass-through entity’s written determination, provided to the auditee, of the adequacy of the auditee’s proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 5) **Pass-through entity** – A recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out of a Federal program. The authority of the pass-through entity under this part flows through the subaward agreement between the pass-through entity and subrecipient.
- 6) **Period of performance** – The total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

- 7) **Reporting authority** – An eligible entity for a subaward that does not meet the definition of local educational agency. Such as; public academies, non-public schools, child care centers, adult education centers, etc.
- 8) **Subaward** – An award provided by a pass-through entity to a subrecipient for the subrecipient to contribute to the goals and objectives of the project by carrying out part of a Federal award received by the pass-through entity. It does not include payments to a contractor, beneficiary, or participant. A subaward may be provided through any form of legal agreement consistent with criteria in with 2 CFR 200.331, including an agreement the pass-through entity considers a contract.
- 9) **Subrecipient** – An entity that receives a subaward from a pass-through entity to carry out part of a federal award.
- 10) **Senior Official** – The top executive in an organization who makes the key decisions on spending, staffing, and other education policies.

B. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will comply with the requirements regarding construction and real property within 34 CFR Part 75.600-75.684. The non-Federal entity is required to comply with any reporting requirements on the status of real property in which the Federal Government retains an interest pursuant to 2 CFR 200.330.
- 4) The subrecipient will establish safeguards to prohibit employees from using their positions for purposes that constitute or appear to present a personal or organizational conflict of interest, or for personal gain.

- 5) The subrecipient will initiate and complete the work within the applicable time frame after receiving approval from the awarding agency.

- 6) The subrecipient will comply with all Federal statutes, administrative rules and executive orders including provisions protecting free speech, religious liberty, public welfare, the environment, and those prohibiting discrimination. These include, but are not limited to:
 - a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex.
 - c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made;
 - j) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98); and
 - k) The requirements of any other statute(s), administrative rule, executive order, dear colleague letter, or non-regulatory guidance which may apply to the application.

- 7) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.

- 8) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee

of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- 9) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
- 10) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
- 11) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 12) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, dear colleague letter, non-regulatory guidance and policies governing all program(s).
- 13) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
- 14) The subrecipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
- 15) The control of funds provided to a subrecipient that is a local educational agency, under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 16) Personnel funded by federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the

US Department of Education).

- 17) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303(a)). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303(b)(1)). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303(e)(1)).
- 18) The subrecipient will comply with the Stevens Amendment.
- 19) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 20) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234(f), and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 21) The subrecipient will ensure compliance with 2 CFR 200.415(a) and (b).
- 22) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 23) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 24) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 25) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 26) The subrecipient will submit a fully executed and accurate FY26 Single-Audit Certification

(required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2026. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website.

- 27) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (non-procurement).
- 28) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 29) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 30) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 31) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction sub-agreements.
- 32) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 33) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 34) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 35) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 36) As appropriate and to the extent consistent with law, the subrecipient should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).
- 37) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.
- 38) The subrecipient will comply with the Protection for Whistleblowers (41 U.S.C. §4712).

C. Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in section *B. General Assurances*. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions, and to trace funds to establish that such funds have been used in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets.

The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.

- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for (this list is not all inclusive):

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988	<input checked="" type="checkbox"/>	N/A
Procurement Policy & Procedure	2 CFR 200.317-327	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)	<input checked="" type="checkbox"/>	N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Travel Policy	2 CFR 200.475(b)	<input checked="" type="checkbox"/>	N/A
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Time and Effort Policy & Procedure	2 CFR 200.430	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Records Retention Policy & Procedure	2 CFR 200.334	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA Section 8546	<input checked="" type="checkbox"/>	N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)	<input checked="" type="checkbox"/>	N/A
Gun Free School Act	Gun Free School Act of 1994	<input checked="" type="checkbox"/>	N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nonsmoking Policy for Children's Services	ESEA Section 8573	<input checked="" type="checkbox"/>	N/A

3. Internal Controls

The subrecipient must:

- a) Establish, maintain, and document effective internal controls over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should comply with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of

Sponsoring Organizations of the Treadway Commission (COSO).

- b) Comply with the U.S. Constitution, federal statutes, regulations, applicable executive order, and non-regulatory guidance, as applicable, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the Federal agency or pass-through entity designates as sensitive or other information the recipient or subrecipient considers sensitive and is consistent with applicable Federal, State, local and tribal laws regarding privacy and responsibility over confidentiality.
- e) Retain all Federal award records and other supporting documentation in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are:

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$1,000,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the

event that the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities:

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509) and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards, in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan, in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) If an audit reveals the basis for a finding related to a federally funded program, upon request of the NHED, promptly submit a corrective action plan using the NHED template provided for audit findings related to the federally funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to NHED for findings related to all federally funded programs. NHED will review the subrecipient's submission and issue an appropriate management decision adhering to the same framework as set forth in 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: The Federal Audit Clearinghouse

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street**

Concord, NH 03301 Or via email to: federalcompliance@doe.nh.gov

b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate FY26 Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2026**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified.

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a

civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace;
 - o The recipient's policy of maintaining a drug-free workplace;
 - o Any available drug counseling, rehabilitation, and employee assistance programs; and
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement; and
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee’s conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee’s conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America’s Schools Act:

The subrecipient assures that it shall comply with the provisions of RSA 193:13, IV.

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

The subrecipient assures that it shall timely file the report required by Ed 317.07.

The subrecipient assures that it has established policies on school discipline as required by RSA 193:13, XI and XII and Ed 317.03.

10. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under federal awards, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

11. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

12. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

13. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, services performed by public utilities, travel, or the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel occurred, and/or when facilities were used (see 34 CFR 76.707).

14. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430 and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee;
- b) Account for the total activity for which each employee is compensated;
- c) Prepared at least monthly and must coincide with one or more pay period; and
- d) Signed and dated by the employee.

15. Protected Prayer in Public Elementary and Secondary Schools

The subrecipient certifies that the LEA has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools. (Section 8524(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act and codified at 20 U.S.C. § 7904).

16. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with

the standards of this section and 2 CFR 200.317 - 2 CFR 200.327 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Simplified Acquisition
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

17. Retention and Access to Records

The subrecipient certifies that it will comply with all federal regulations, including but not limited to, 2 CFR 200.334 – 2 CRF 200.338.

18. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

19. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure (RSA 193-D:8) to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public

elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.

- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

20. Compliance with FERPA and PPRA

The subrecipient certifies that it complies with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) by ensuring the following:

- a) The subrecipient has established and implemented effective internal processes to ensure that student's complete education records are maintained;
- b) The subrecipient has established and implemented effective internal processes to ensure that parents are provided with the opportunity to review their student's education records;
- c) The subrecipient has established policies and procedures that permit disclosure of personally identifiable information from a student's education records in order to address safety issues in a manner that complies with FERPA;
- d) The subrecipient provides parents and eligible students annual notification of their rights under FERPA consistent with 34 CFR § 99.7; and
- e) The subrecipient, if applicable, has established procedures to provide military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and require that schools provide student information to military recruiters, when requested, unless the parent has opted out of providing such information (schools are required to provide to military recruiters include student names, addresses, electronic mailing addresses, and telephone listings. See Section 8528 of the ESEA, as amended, 20 U.S.C. § 7908 and 10 U.S.C. § 503(c)).

Board Certification:

I, the undersigned official representing the Board, acknowledge that the Senior Official, as identified above, has consulted with all members of the Board, in furtherance of the Board's obligations (including those enumerated in RSA 189:1-a for local educational agencies), and pursuant to the Board's oversight of federal funds the subrecipient will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of Board Chair/
President (on behalf of the Board)

Signature

Date

DAB - FUND BALANCE POLICY

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

A Fund Balance Policy

The district hereby establishes and will maintain reservations of Fund Balance, as defined herein, in accordance with Governmental Accounting Standards Board Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Policy shall only apply to the Districts governmental funds. Fund balance shall be composed of nonspendable, restricted, committed, assigned and unassigned amounts.

B Definitions

1. ***Nonspendable Fund Balance***- includes amounts that are not in a spendable form (such as inventory or prepaid expenses) or are required to be maintained intact (such as principal of an endowment fund)
2. ***Restricted Fund Balance***- includes amounts that can only be spent for specific purposes stipulated by external resource providers (such as grantors) or the enabling legislation (the annual District meeting). Restrictions may be charged or lifted only with the consent of the resources providers or the enabling legislation.
3. ***Committed Fund Balance***- includes amounts that can be used only for specific purposes determined by a formal action of the District highest level of decision making authority (the School board). Commitment may be changed or lifted only by the governing board taking the same formal action that imposed the constraint originally.
4. ***Assigned Fund Balance***- includes amounts the District *intends* to use for a specific purpose. For all governmental funds other than the General Fund, any remaining positive amounts are to be classified as “assigned”. The School Board expressly delegates this authority to the Superintendent, through the Business Administrator. Items that would fall under this type of fund balance classification would be encumbrances.
5. ***Unassigned Fund Balance***- includes amount that are not obligated or specifically designated and is available for any purposes. The residual classification of and General Fund balance is to be reported here. Any deficit fund balance of another fund is also classified as unassigned.

C Spending Prioritizations

1. When expenditures are incurred for proposes for which both restricted and unrestricted funds is available, restricted fund balance is considered to have been spent first.

2. When expenditures are incurred for purposes for which in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts and then unassigned amounts.

D Deficit Fund balance

At year end, if any of the special revenue funds (such as food service fund) has a deficit unassigned fund balance, the Superintendent is authorized to transfer funds from the General Fund to cover the deficit, providing the General Fund has the resources to do so.

E Minimum Level of Unassigned Fund Balance

The District will return any assigned fund balance of the General Fund at year end to offset the next fiscal year's tax rate for the Town.

F Annual Review

Compliance with the provisions of this policy shall be reviewed as part of the annual budget adoption process.

District Policy History:

First reading of the Hinsdale School Board 08-10-11

Final reading of the Hinsdale School board 09-14-11

Reaffirmed by the Hinsdale School Board:

04-11-2012

06-10-2013

06-09-2014

06-10-2015

06-14-2016

05-10-2017

05-9-2018

05-08-2019

05-13-2020

06-09-2021

06-08-2022

06-13-2023

05-08-2024

05-14-2025

04-08-2026

DAF - ADMINISTRATION OF FEDERAL GRANTS

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

*Related Policies: DI, DID, DJ, DJC, DJE, DJF & DK
See also: ADB, EFAA, EHB, JICI & JRA*

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

- DAF-1 ALLOWABILITY
- DAF-2 CASH MANAGEMENT AND FUND CONTROL
- DAF-3 PROCUREMENT
- DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM
- DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES
- DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS
- DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS
- DAF-8 ACCOUNTABILITY AND CERTIFICATIONS
- DAF-9 TIME AND EFFORT REPORTING / OVERSIGHT
- DAF-10 GRANT BUDGET RECONCILIATION
- DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the Business Administrator to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or state law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;

- iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
- b. When determining whether a cost is “necessary”, consideration may be given to whether:
- i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
- c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 5. Be determined in accordance with generally accepted accounting principles.
 6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits

accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 CFR Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

1. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. "Indirect costs" are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if **all** the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R. Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.

5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E – Cost Principles – on the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the *initial* Federal awarding agency or of the NHDOE or other pass-through entity.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District’s payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 1. The District receives less than \$120,000 in Federal awards per year.
 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System ("PMS") through an electronic medium using either Automated Clearing House ("ACH") network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-327) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District's documented general purchase Policy DJ.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

- A. **Competition:** All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;
4. organizational conflicts of interest;
5. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. Solicitation Language:** The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

- C. Procurement Methods:** The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be

made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property which is acquired above the *aggregate dollar* micro-purchase threshold and not exceeding the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

a. In order for sealed bidding to be feasible, the following conditions shall be present:

- i. a complete, adequate, and realistic specification or purchase description is available;
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

b. When sealed bids are used, the following requirements apply:

- i. Bids shall be solicited in accordance with the provisions of State law and DJE . Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be

used to determine the low bid when prior experience indicates that such discounts are usually taken.

- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or

d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms:

The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

E. Contract/Price Analysis: The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.324). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

F. Time and Materials Contracts: The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- G. Suspension and Debarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. Clause for Remedies Arising from Breach: For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).

2. Termination clause: For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II (B)).
 3. Anti-pollution clause: For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II (G)).
 4. Anti-lobbying clause: For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (I).
 5. Negotiation of profit: For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.324(b)).
 6. "Domestic Preference" Requirement: The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional "Buy American" provisions in DAF-4.C regarding food service procurement.
 7. Huawei Ban: The District may not use Federal funds to procure, obtain, or enter into or renew a contract to procure or obtain equipment, services, or systems which substantially use telecommunications equipment or services produced by Huawei Technologies Company or ZTE Corporation, or any of their subsidiaries.
- I. **Bid Protest**: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

- J. Maintenance of Procurement Records:** The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding debarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB and District Administrative Procedures EHB-R .

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

- A. Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
 3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
 4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
 5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. “Buy American” Requirement: NOTE - See DAF-3.H.6 regarding “domestic preference” requirements for procurements other than for food service.

Under the “Buy American” provision of the National School Lunch Act (the “NSLA”), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the “Buy American” procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, “*domestic commodity or product*” is defined as an agricultural commodity or product that is produced or processed in the United States using “*substantial*” agricultural commodities that are produced in the United States. For purposes of the act, “*substantial*” means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. Exceptions: The two main exceptions to the Buy American requirements are:
 - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Superintendent, shall
 - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b) Monitor contractor performance;

- c) Require suppliers to certify the origin of the product;
- d) Examine product packaging for identification of the country of origin; and
- e) Require suppliers to provide specific information about the percentage of U.S. content in food products.

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

No employee, board member or other District officer, or agent may participate in the selection, award or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict - or apparent conflict - of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of those parties indicated herein, (collectively a "covered individual:) has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

Additionally, no employee, board member or other District officer, or agent may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontractors. This prohibition, however, shall not apply to gratuities of de minimus value, which, for purposes of the policy, are individual gifts, favors, or other items of monetary value, worth \$50 or less and which have no bearing on the selection, award, or administration of a federal award.

Each covered individual who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent, who, in turn, shall disclose in writing any such potential conflict of interest to the NHDOE or other applicable pass-through entity.

Employees who violate this provision are subject to disciplinary consequences up to and including dismissal. Agents or contractors acting on behalf of the district are subject to contract termination. School board members or other district officers are subject to such actions as are within the authority of the school board or district. Violations will also be reported to law enforcement in appropriate circumstances.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through entity, and the federal awarding agency whenever the superintendent has credible evidence of the commission violations of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in Title 18 of the United States Code or a violation of the civil False Claims Act (31 U.S.C. 3729-3733). The notice to the Federal awarding agency shall be directed to that agency's Office of the Inspector General. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. “Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. Records:** The Superintendent shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. Inventory:** No less than once every two years, the Superintendent shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy DAF-6, inventories shall be conducted consistent with Board Policy DID.
- D. Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

 - 1. prevent loss, damage, or theft of the property; any loss, damage, or theft must be investigated;
 - 2. to maintain the property and keep it in good condition; and
 - 3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, "travel costs" shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Superintendent.

Travel costs shall be reimbursed on a mileage basis for travel using an employee's personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district's non-federally funded activities, and in accordance with the district's travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Business Administrator shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Business Administer who can attest that the expenditure is allowable and approved under the federal program. The Superintendent submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged

directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

A. Compensation: Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports:

1. Time and effort reports - general standards. Such reports shall:
 - a. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
 - b. be incorporated into the official records of the District;
 - c. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
 - d. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
 - e. comply with the District's established accounting policies and practices;
 - f. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.
2. Individual employee time and effort reporting. Timesheets and required periodic certifications shall include at a minimum:
 - a. Employee name;
 - b. Grant information;
 - c. Time spent on grant;
 - d. Period of performance;

- e. Signature of employee, and dated after period of performance;
- f. Signature of employee's supervisor who has direct knowledge of the work performed, and dated after period of performance, and
- g. Certifying statement that information is true (can be placed above signatures).

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Business Administrator is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION AND GRANT CLOSEOUT

- A. Budget Reconciliation:** Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

- B. Grant Closeout Requirements:** At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District will have 90 days from the end of the period of performance to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

Failure to submit all required reports within the required timeframe will necessarily result in the Federal awarding agency reporting the District's material failure to comply with the terms of the grant to the Office of Management and Budget (OMB), and may pursue other enforcement actions.

The District must maintain all financial records and other documents pertinent to the grant for a period of three years from the date of submission of the final expenditure report, barring other circumstances detailed in 2 CFR 200.344.

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "sub

recipient”, as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 “Sub recipient and contractor determinations”. Generally, “sub recipients” are instrumental in implementing the applicable work program whereas a “contractor” provides goods and services for the District’s own use. Contractors will be subject to the District’s procurement and purchasing policies (e.g., DAF-3 relative to federal grant funds, DJE relative to bidding requirements for non-federal money projects, etc.). Sub recipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its sub recipients, and as such requires that sub recipients comply with applicable terms and conditions (flow-down provisions). All sub recipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the sub recipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a) Sub recipient name
 - b) Sub recipient’s unique ID number (DUNS)
 - c) Federal Award ID Number (FAIN)
 - d) Federal award date
 - e) Period of performance start and end date
 - f) Amount of federal funds obligated
 - g) Amount of federal funds obligated to the sub recipient
 - h) Total amount of the Federal award
 - i) Total approved cost sharing or match required where applicable
 - j) Project description responsive to FFATA
 - k) Name of Federal awarding agency, pass through entity and contact information
 - l) CFDA number and name
 - m) Identification of the award is R&D
 - n) Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of sub recipients as necessary.
4. An approved indirect cost rate negotiated between sub recipient and the Federal government or between the pass-through entity and sub recipient.
5. Requirements that the District and its auditors have access to the sub recipient records and financial statements..
6. Terms and conditions for closeout of the sub-award.

B. Sub recipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor sub recipients. The District will monitor the activities of the sub recipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Sub recipient monitoring procedures include:

1. At the time of proposal, assess the potential of the sub recipient for programmatic, financial, and administrative suitability.
2. Evaluate each sub recipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the sub recipient's:
 - a) Prior experience with the same or similar sub-awards.
 - b) Results of previous audits and single audit (if applicable).
 - c) New personnel or new or substantially changed systems.
 - d) The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the sub recipient to meet objectives of the sub-award. To facilitate this review, sub recipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage sub recipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
 - a) Verify invoices that include progress reports.
 - b) Raise any concerns to the superintendent.
 - c) Initial the progress report and invoice confirming review and approval prior to payment.
 - d) Review subrecipient match tasks for eligibility.
 - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the sub recipient.
 - f) Review invoices to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - g) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - h) Review progress reports to ensure project is progressing appropriately and on schedule.
7. The Business Administrator, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.

8. Payments will be withheld from sub recipients for the following reasons:

- a) Insufficient detail to support the costs billed;
- b) Unallowable costs;
- c) Ineligible costs; and/or
- d) Incomplete work or work not completed in accordance with required specifications.

9. Verify every sub recipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. Sub recipient Project Files. Sub recipient project files will contain, at a minimum, the following:

- a) Project proposal;
- b) Project scope;
- c) Progress reports;
- d) Interim and final products; and
- e) Copies of other applicable project documents as required, such as copies of contracts or MOUs.

D. Audit Requirements. A Single Audit is required when a subrecipient expends \$1,000 or more in federal awards during the fiscal year.

All sub recipients are required to annually submit their audit and Single Audit report to the District for review to ensure the sub recipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with sub recipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant sub recipients in accordance with 2 CFR 200.339 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a) Temporarily withhold cash payments pending correction of the deficiency;
- b) Disallow all or part of the cost of the activity or action not in compliance;
- c) Wholly or partly suspend or terminate the sub-award;
- d) Initiate suspension or debarment proceedings;
- e) Withhold further Federal awards for the project or program; and/or
- f) Take other remedies that may be legally available.

DAF-12 REPORTING ON REAL PROPERTY

The District will annually submit reports on forms provided by the New Hampshire Department of Education (NHED) and in accordance with the Rules or procedures of NHED of any real property in which the Federal Government retains an interest.

DAF-13 WHISTLEBLOWER PROTECTIONS: NOTIFICATION, RIGHTS & REMEDIES

In accordance with the Federal Uniform Grant Guidance, the District is committed to maintaining the highest standards of integrity and transparency in its operations. This policy encourages and protects employees, contractors, and other stakeholders who report, in good faith, any instance of fraud, waste, abuse, or any other misconduct related to federally funded programs. The District will not retaliate against any individual who, in good faith, reports concerns related to financial irregularities, fraud, or any violation of law or policy involving federally funded programs. Retaliation against a whistleblower may result in disciplinary action, up to and including termination.

The Superintendent shall ensure that all employees and contractors are notified in writing of their whistleblower rights and remedies under 41 U.S.C. § 4712, including the protection against retaliation for reporting misconduct.

Methods of notification may include:

- Employee handbooks, training materials, and/or other onboarding resources;
- Contracts with employees and or third party contractors;
- Periodically distributed to all employees via email or other communication channels; or
- Displayed prominently in the District’s internal communication platforms and in common areas of the workplace.

Individuals may report suspected violations through the following methods:

- Directly to the Superintendent or Business Administrator, via email or in writing.
- Reporting directly to Office of Inspector General for the Federal awarding agency.

District Policy History:

First reading: November 10, 2021

Second reading/adopted: December 8, 2021

District revision history:

Policy Committee review: 11/18/2024

First reading: 12/11/2024

Final reading: 1/8/2025

Reaffirmed by the School Board:

6/11/2025

4/8/2026

Legal References:

42 USC 1751 – 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200

200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431;
200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

***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.*

DFA - INVESTMENT

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

The School Board authorizes the School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the GFOA* Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent, or his/her designee involved in the investment process, shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District, particularly with regard to the timing of purchases and sales.

3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

The Board will periodically review the investment policy.

District Revision History:

Revised: February 2008

Revised: July 1998, November 1999, March 2004

First reading of the Hinsdale School Board 08-10-11

Final reading of the Hinsdale School board 09-14-11

Reaffirmed by the Hinsdale School Board:

04-11-2012

06-10-2013

06-09-2014

06-10-2015

06-14-2016

05-10-2017

05-9-2018

05-08-2019

05-13-2020

06-09-2021

06-08-2022

06-13-2023

05-08-2024

05-14-2025

04-08-2026

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

Appendix: DFA-R

EHAB - DATA GOVERNANCE AND SECURITY

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

Related Policies EHAA, EHB, GBEBD, GBEF, IHBH, JICJ, JICL, JICM, KD, & KDC

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

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

A. Definitions

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

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

Cybersecurity Incident – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

B. Data and Privacy Governance Plan - Administrative Procedures.

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

The Data Governance Plan shall include:

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;

- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
- (c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);
- (d) A response plan for any breach of information; and
- (e) A requirement for a service provider to meet or exceed standards for data protection and privacy.
- (f) A provision that students participating in career exploration or career technical education may, **with written parental consent**, register for technology platforms and services to be used as part of the student's approved program of study, which require the provision of personally identifiable information. Copies of written parental consent shall be retained as part of a student's educational record.

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education's *Minimum Standards for Privacy and Security of Student and Employee Data*.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

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

The Network Administrator is the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

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

E. Data Managers.

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

F. Confidential and Critical Information.

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

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

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

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

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service,

the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

Notwithstanding the prohibition on the use of applications, etc. that store, collect or share personally identifiable information concerning a student ("PII"), students participating in career exploration or career technical education may, **with written parental consent**, register for technology platforms and services to be used as part of the student's approved program of study, even if said platforms and services require the collection, storage and sharing of the student's PII. Use of these platforms and services is subject to the conditions set forth in B.1(f), above, and related provisions of the Data Governance Plan. The written parental consent forms shall be retained as student records.

H. Training.

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

I. Data Retention and Deletion.

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

J. Consequences

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

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

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

District Policy History:

First reading: December 12, 2018

Second reading/adopted: January 9, 2019

Reaffirmed:

June 8, 2022

June 13, 2023

May 8, 2024

May 14, 2025

April 8, 2026

District Revision History:

First Reading of the Hinsdale School Board 08-14-2024

Final Reading of the Hinsdale School Board 09-11-2024

Legal References:

15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)

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

20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)

20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)

20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)

RSA 189:65 * Definitions

RSA 186:66 * Data Inventory and Policies Publication

RSA 189:67 * Limits on Disclosure of Information

RSA 189:68 * Student Privacy

RSA 189:68-a * Student Online Personal Information

RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach

Adopting Standards & Competencies for a Competency-based Learning System

HSD School Board

Updates for April 7, 2026

Faculty Recommended Standards & Competencies for Board Approval and Adoption

Advisory

HMHS Standards

- [HSD Portrait of a Learner Expectations](#)

HMHS Competencies

- Critical Thinking
- Collaboration
- Character
- Communication
- Essential Life Skills

Science

HMHS Standards

- [Next Gen Science Standards \(NGSS\)](#)

HMHS Competencies

- Questioning & Investigating
- Modeling & Systems Thinking
- Analyzing Data & Patterns
- Constructing Explanations, Arguments and Solutions from Evidence
- Obtaining, Evaluating & Communicating Information

Adopting Standards & Competencies for a Competency-based Learning System

HSD School Board

Revised April 7, 2026

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Why Competencies?

Competency-based Learning: *WHY?*

- ❖ Make learning goals more transparent to students *so they have the agency to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.*
- ❖ Communicate more transparently with students and families *about students' areas of strength and growth.*
- ❖ Ensure equity in students' ability to access nationally recognized standards and competencies *at least at the level of the NH Minimum Standards.*

Source: *What Is Competency-Based Education? An Updated Definition* WRITTEN BY: Elliot Levine Susan Patrick, November 2019. <https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition-web.pdf>

What is Competency-Based Learning?

Competency-based learning is a personalized instructional approach in which students progress by demonstrating mastery of clearly defined and communicated skills and knowledge, rather than by seat time. It often *"requires a deep redesign of the culture and structure of school systems to support effective instruction and learning."*

Source: *What Is Competency-Based Education? An Updated Definition* WRITTEN BY: Elliot Levine Susan Patrick, November 2019. <https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition-web.pdf>

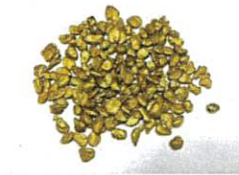
What's the Difference between Competencies & Standards?

Buckets and Nuggets



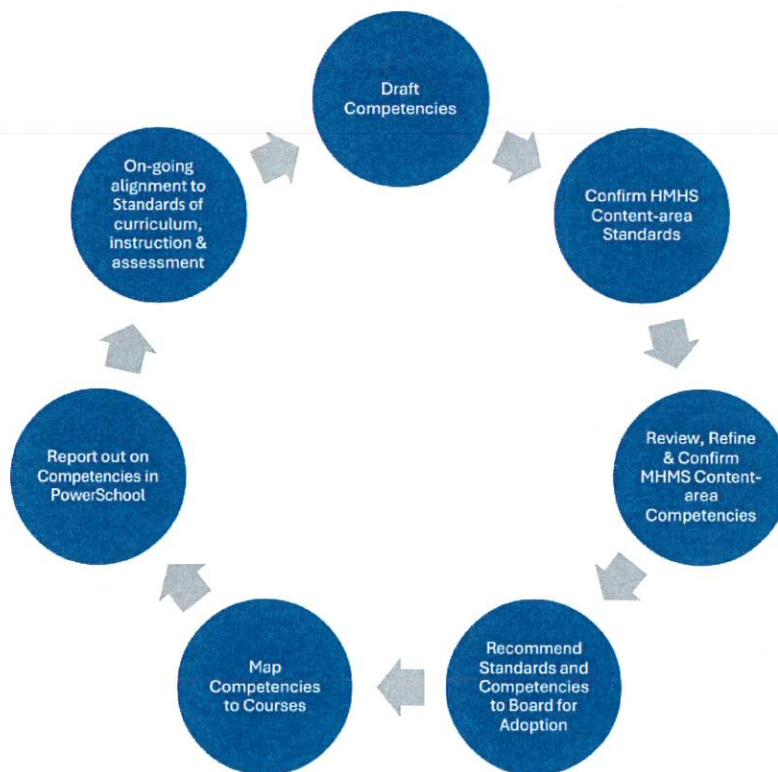
Competency Buckets
Larger domains of learning within a discipline

HOLD



Performance Nuggets
Standards-based building blocks of concepts & skills

HMHS Standards & Competencies Adoption Process



Faculty Recommended Standards & Competencies for Board Approval and Adoption

Advisory

HMHS Standards

- [HSD Portrait of a Learner Expectations](#)

HMHS Competencies

- Critical Thinking
- Collaboration
- Character
- Communication
- Essential Life Skills

Arts

HMHS Standards

- Music
 - [NAfME \(National association of Music Education\)](#)
 - [Prek-8](#)
 - [Ensemble](#)
- Visual/Performing Arts
 - [National Core Arts Standards](#)

HMHS Competencies

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting

Computer Science

HMHS Standards

- [NH Computer Science Standards Part I&II \(2018\)](#)

HMHS Competencies - TBD

Draft competencies based on the NH/CSTA Standards' Domains:

- Computing Systems

- Networks and the Internet
- Data and Analysis
- Algorithms and Programming
- Impacts of Computing

Counseling

HMHS Standards - *TBD*

HMHS Competencies - *TBD*

Digital Literacy

HMHS Standards

- [ITSE Standards](#)
- [NH Digital Literacy Standards](#)
- **Schools are encouraged to use the [2016 ISTE Standards for Students](#) as a basis for their competencies, in order to better plan instruction and activities which provide opportunities for students to master these standards, teachers should develop their own competencies using the [ISTE Standards for Educators](#). (306.42)**

HMHS Competencies

- [Empowered Learner](#)
- [Digital Citizen](#)
- [Knowledge Constructor](#)
- [Innovative Designer](#)
- [Computational Thinker](#)
- [Creative Communicator](#)
- [Global Collaborator](#)

English Language Learner

HMHS Standards

- [WIDA English Language Development \(ELD\) Standards Framework](#)

HMHS Competencies

- Language for Social and Instructional Purposes
 - English learners communicate for social, intercultural and instructional purposes within the school setting.
- Language for Language Arts
 - English learners communicate information, ideas, and concepts necessary for

academic success in the area of Language Arts.

- Language for Mathematics
 - English learners communicate information, ideas, and concepts necessary for academic success in the area of Mathematics.
- Language for Science
 - English learners communicate information, ideas, and concepts necessary for academic success in the area of Science.
- Language for Social Studies
 - English learners communicate information, ideas, and concepts necessary for academic success in the area of Social Studies.
- [EL Domains within each Standard \(WIDA\)](#):
 - Listening
 - Speaking
 - Reading
 - Writing

E/LA

HMHS Standards

- [Common Core State Standards for E/LA and Literacy](#)

HMHS Competencies

- Reading
- Writing
- Language & Conventions
- Speaking & Listening

Family & Consumer Science

HMHS Standards - *TBD*

HMHS Competencies - *TBD*

Financial Literacy

HMHS Standards

- [National Standards for Financial Literacy](#)

- [National Standards for Personal Finance](#)

HMHS Competencies - TBD

Health

HMHS Standards

- [Shape America](#)

HMHS Competencies

- **Use Information:** *Use functional health information to support health and well-being of self and others.*
- **Analyze influences:** Analyze influences that affect health and well-being of self and others.
- **Access Resources:** Access valid and reliable resources to support health and well-being of self and others.
- **Communication:** Use interpersonal communication skills to support health and well-being of self and others.
- **Decision Making:** Use a decision-making process to support health and well-being of self and others.
- **Goal Setting:** Use a goal-setting process to support health and well-being of self and others.
- **Supportive Behaviors:** Demonstrate practices and behaviors to support health and well-being of self and others.
- **Advocacy:** Advocate to promote health and well-being of self and others.

Information Literacy

HMHS Standards

- [AASL Standards](#)
- [Crosswalk with ISTE standards](#)

HMHS Competencies

- Think
- Create
- Share
- Grow

Math

HMHS Standards

- [Common Core State Standards for Mathematics](#)

HMHS Competencies

- Computation
- Logic & Reasoning
- Modeling
- Problem Solving
- Data analysis

Physical Education

HMHS Standards

- [Shape America](#)

HMHS Competencies

- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Science

HMHS Standards

- [Next Gen Science Standards \(NGSS\)](#)

HMHS Competencies

- Questioning & Investigating
- Modeling & Systems Thinking
- Analyzing Data & Patterns
- Constructing Explanations, Arguments and Solutions from Evidence
- Obtaining, Evaluating & Communicating Information

Social Studies

HMHS Standards

- [College, Career, and Civic Life \(C3\) Framework](#)

HMHS Competencies

- Inquiry & Communication
- History
- Civics & Citizenship
- Geography
- Economics

World Languages

HMHS Standards

- [ACTFL World Readiness Standards for Learning Languages](#)

HMHS Competencies

- Communication
 - Interpersonal
 - Interpretive
 - Presentational
- Cultures
 - Relating Cultural Practices to Perspectives
 - Relating Cultural Products to Perspectives
- Connections
 - Making Connections
 - Acquiring Information and Diverse Perspectives

- Comparisons
 - Language Comparisons
 - Cultural Comparisons
- Communities
 - School and Global Communities
 - Lifelong Learning

FF - NAMING OF DISTRICT BUILDINGS AND FACILITIES AND DEDICATION OF AREAS

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

A. PURPOSE AND GENERAL POLICY

The purpose of this policy is to establish a process and guidelines for the naming of School District school buildings or facilities, and dedication of areas of buildings or facilities.

The naming of a building or facility, or the designation of an area of a building or facility, is an extraordinary and rare event falling within the authority of the School Board as the District's governing body. The Board should not consider such actions lightly nor base them on recent notable events.

For purposes of this policy, "buildings and(or) facilities" shall mean and include every school, school district building, [stadium], athletic field, playground, or other real estate owned or leased by the District, or otherwise under the jurisdiction of the School Board.

"Area of buildings or facilities" refers to identifiable spaces/core areas within a building or facility, including but not limited to such spaces as media centers, gymnasiums, auditoriums, hallways, wings, etc.

The Board retains the authority in its sole discretion to name, rename or change, in whole or in part, the name of any building or facility, or the designated name of any area of a building or facility. Such naming, renaming, or changing may be considered at any time the Board so chooses, including, without limitation, naming proposals recommended prior to construction, when construction is in progress, or after being acquired, by the district.

B. GENERAL GUIDELINES FOR NAMING OF BUILDINGS OR FACILITIES OR FOR DEDICATION OF SPACES.

1. The naming of school buildings or facilities or dedication of building/facility spaces is the ultimate responsibility of the School Board. Individuals or groups may submit a written naming or dedication proposal to the Superintendent. Naming or dedication proposals should include any information relating to the guidelines below, along with any other information the person/group making the proposal deems appropriate to enable the Board to make an informed decision.
2. The Superintendent will place the proposal on a Board meeting agenda, with his/her recommendation as to how to proceed.
3. If the Board determines that further study is required, or if the naming/dedication is at the Board's own initiative, the Board may establish a committee or may delegate to the Superintendent the responsibility of evaluating the proposal, or for determining a process for naming a specific building or facility, or dedicating an area of a building or facility.
4. Whether included in an original proposal or not, the Board will consider required fiscal or personnel resources that might be associated with the naming/renaming or dedication.
5. Before making any final decision regarding naming/renaming or dedication, the Board

FF - NAMING OF DISTRICT BUILDINGS AND FACILITIES AND DEDICATION OF AREAS

shall solicit input from the students and staff of the particular building or facility as well as from the public at large.

6. The final decision to name/rename a building or facility, or to dedicate/re-dedicate any building or facility area shall be made by the Board by way of formal resolution, which may simply be an approval of a written proposal or recommendation.

C. GUIDELINES FOR NAMING OF BUILDINGS AND FACILITIES

The School Board recognizes that the official names of district buildings and facilities are vital to the district's public image and must stand the test of time. Accordingly, when selecting names for facilities, the Board will emphasize effective public communication and the honor and integrity that the name will reflect upon the building or facility.

A name for building or facility shall be that of:

1. The community, location, road or street where the public school building is located;
2. A significant and distinguishable landmark or geographical feature which will identify the school's location;
3. An educational practice, concept or aspiration;
4. A deceased person who made significant contributions to the nation, the State of New Hampshire, the Town of Hinsdale, or the Hinsdale School District taking into account the following criteria:
 - a) Outstanding and exceptional support of and service to or on behalf of public school students or schools;
 - b) Outstanding citizenship and character;
 - c) General service to the community;
 - d) Superior ethical standards; and/or
 - e) Philanthropic or financial contributions made by the person to the school district.

The person shall have been deceased a minimum of one year.

5. The mascot of a District school.

D. GUIDELINES FOR DEDICATION OF A BUILDING OR FACILITY AREA

Dedication of spaces or areas in a building or facility may be made using the same criteria for naming of buildings or facilities but may also recognize the outstanding service of a living school district employee, school district official, volunteer or community leader provided a minimum of one year has elapsed from the date of completion of service of the person to be honored.

**FF - NAMING OF DISTRICT BUILDINGS AND FACILITIES AND DEDICATION OF
AREAS**

District Policy History:

First reading: 9/14/2022

Last revised: _____

Second reading/adopted: 10/12/2022

Reviewed/reaffirmed: _____

Other district policy history: _____

JF - ENROLLMENT POLICY

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

Related Policies: JEB, JEBA

A. Duty to Provide Education and General Enrollment Provisions.

Just as it is the District's responsibility to provide an educational opportunity to all resident pupils between the ages of six years who have reached the age of six before September 30 and eighteen years, it is the responsibility of resident parents to ensure that their children are participating in school, consistent with this policy and with all applicable state laws an educational program as required under RSA 193:1.

Consistent with the provisions of Policy JEB – Age of Entrance, a student may enter kindergarten if his/her chronological age will be five before September 30 of the year of entering school. Per Policy JEBA – Early Entrance into Kindergarten, a student whose fifth birthday falls between October 1 and October 15, may be granted early entrance into kindergarten if skills and maturity level strongly indicate readiness for kindergarten as determined by the Superintendent or his/her designee.

A student may enter grade one if his/her chronological age will be six before September 30 of the year of entering school, or by Oct. 15 if the student has been granted early entrance into kindergarten.

Students may attend school part-time, consistent with the provisions of RSA 193:1-a, Dual Enrollment. If a student is a resident of the District and is attending a school within the District on a part-time basis, the District will ensure that the student is satisfying compulsory attendance requirements. If a student is not a resident of the District, but is attending a school within the District on a part-time basis, it shall not be the District's responsibility to ensure that the student is satisfying compulsory attendance requirements. Except as otherwise provided in another Board policy or state law, part-time enrollment means that a student is enrolled in no more 50% of instructional time of the District's programming. Any student enrolled in more than 50% of instructional time shall be considered full time.

Students participating in alternative learning programs established, offered and approved by the District shall be considered enrolled in the District. Alternative learning programs may include but are not limited to extended learning opportunities, alternative learning programs, independent studies, private instruction, or others.

Resident students who participate in a home education program pursuant to RSA 193-A will not be considered to be enrolled in the District, even if such students access educational programs through the District.

B. Annual Capacity Report and Limitations. [ENTIRETY OF SECTION B IS NEW]

In order for proper planning and to accommodate enrollment and assignment changes by both full-time enrolled students and other non-enrolled students, the Board directs the Superintendent to prepare and submit to the board by May 31 each year, a report with recommendations for capacity limitations for all of the District's schools, programs, classes and activities. The recommendations should be guided by the District's underlying mission to provide positive academic outcomes for its students, and take into account such matters as:

1. **Personnel Limitations** – Availability of qualified educators and support staff.

Commented [1]: NHSBA revision notes: Revised - Minor correction Nov. 20, 2025, corrected reference to IBB in paragraph B.6 to IIB. Nov. 2025, revised generally, and more significantly to include a direction for the Superintendent to prepare an annual enrollment capacity report. Because of the expansion of choice options, the importance of tracking program capacities has become both more important and more complicated. As such, NHSBA has changed the category from optional to recommended. See Special Adoption Note a, above. Additional revisions are intended to better reflect current general enrollment/attendance standards. Finally, in order to minimize conflicting language between policies, provisions relating to "age of entrance" have been removed, as age of entrance for first grade and for kindergarten are addressed in samples JEB - JEBA

2. **Physical Space** – Classroom sizes, specialized facilities, and overall building capacity.
3. **Budgetary Constraints** – Funding allocations impacting staffing, resources, and infrastructure.
4. **Enrollment Trends** – Current enrollment, enrollment projections and community residential expansion (see Board policy FBB).
5. **Program-Specific Limits** – Desired caps for courses, programs, class levels and co-curricular activities.
6. **Student-Educator Ratios** – See Board policy IIB and district and state standards.
7. **Specialized Needs** – Accommodations for students requiring additional support.
8. **Operational Factors** – Transportation, scheduling, and technology resources.
9. **Capacity to Accommodate Non-Resident/Tuition Students** - Including flexibility for unforeseen enrollment of resident students or students with a "right" of enrollment under tuition/AREA agreements.
10. **Recommendations** – Strategies for addressing capacity challenges and maintaining quality education.

The Superintendent shall ensure the report is data-driven, includes historical comparisons, considers and outlines actionable recommendations for resource allocation and program planning. The report need not itemize every class/program/activity, but can group them as the Superintendent deems appropriate. The Superintendent may include commentary or analysis of possible revenue and/or program improvement opportunities in the report.

The School Board will review the Superintendent's report and make such adjustments as the Board deems appropriate. No later than July 31, but ideally by June 30, the Board will finalize and approve Appendix JF-R(1) "**Annual School, Program, Class and Activities Capacity Limitations Enrollment.**"

Revision History:

Revised: April 8, 2026

Revised: September 2009, July 1998, November 1999

Reviewed by the School Board: September 2022, October 2004

NH Statutes	Description
RSA 189:1-a	<u>Duty to Provide Education</u>
RSA 193:1	<u>Duty of Parent; Compulsory Attendance by Pupil</u>
RSA 193:1-a	<u>Dual Enrollment</u>

Cross References

Code	Description
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IHBG

Home Education Instruction

JEB

Age of Entrance

JFAM

Education of Military Children & Military Connected Students

DRAFT

JF-R(1) **ENROLLMENT AND ENROLLMENT CAPACITIES - ANNUAL SCHOOL, PROGRAM,. CLASS AND ACTIVITIES CAPACITY LIMITATIONS**

When determining capacity, districts would want to consider multiple factors, such as:

1. Personnel Limitations – Availability of qualified educators and support staff.
2. Physical Space – Classroom sizes, specialized facilities, and overall building capacity.
3. Budgetary Constraints – Funding allocations impacting staffing, resources, and infrastructure.
4. Enrollment Trends – Current enrollment, enrollment projections, and community residential expansion (see Board policy {**} FBB).
5. Program-Specific Limits – Desired caps for courses, programs, class levels and co-curricular activities.
6. Student-Educator Ratios – See Board policy {**} IBB and district and state standards.
7. Specialized Needs – Accommodations for students requiring additional support.
8. Operational Factors – Transportation, scheduling, and technology resources.
Capacity to Accommodate Non Resident/Tuition Students - Including flexibility for unforeseen enrollment of resident students or students with a "right" of enrollment under tuition/AREA agreements.
9. Recommendations – Strategies for addressing capacity challenges and maintaining quality education.

Revision History:

New Policy: April 2026

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

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

See also JBAA, JIC, JICD, IHBA

A. **Purpose and Intent.** The Winchester School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. This policy defines bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.
2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of status.
3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.

B. Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as **means** a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: Bullying shall also **mean and** include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Bullying shall also **mean and** include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

As used throughout this or other Board policies, and unless the context indicates otherwise, the term "bullying " as used in this policy will include cyberbullying .

Bullying prohibited and covered by this policy includes any action or communication described above that

- a. Physically harms a pupil or damages the pupil's property;
 - b. Causes emotional distress to a pupil;
 - c. Interferes with a pupil's educational opportunities;
 - d. Creates a hostile educational environment; or
 - e. Substantially disrupts the orderly operation of the school.
 - f. occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or
 - g. Occurs off of school property or outside a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.
2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.
5. "Perpetrator" means a student who engages in bullying or cyberbullying.
6. "Principal or dean" shall mean and include the building principal or dean or other senior building administrator of a school, as well as any qualified person appointed by the principal to carry out all or some principal or dean functions as described in this policy.
7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.
8. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
9. "Staff" means and includes all district, school or SAU employees, designated volunteers (as defined in Board policy GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any employees of a company under contract to the District or SAU and who have significant contact with students.
10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.

11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy.
12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) — Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) — Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

C. Retaliation - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the principal or dean will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in Sections E - H for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the Winchester School Parent and Student Handbook.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may

face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. — The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. — Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. — Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. — Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations -

RSA 193-F:4, II(f). At each school, the principal or dean is responsible for receiving reports or complaints of bullying or cyberbullying.

1. **Student Reporting.** Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the principal or dean, or to a school district employee or volunteer that the

student feels more comfortable making the report.

2. Staff Reporting. Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the principal or dean as soon as possible, but no later than the end of that school day.
3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the principal or dean.
4. Report Forms. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Anonymous Reports. The principal or dean may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

IV. Protection of all Pupils (RSA 193-F:4, II(e))

~~This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.~~

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

~~The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.~~

~~In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.~~

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

~~All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)~~

~~The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.~~

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193 F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.

2. ~~Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.~~
3. ~~The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.~~
4. ~~The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.~~
5. ~~Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.~~

Staff Reporting

1. ~~An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.~~
2. ~~All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.~~
3. ~~Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.~~
4. ~~Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.~~

VIII. Procedure for Internal Reporting Requirements (RSA 193 F:4, II(g))

~~In order to satisfy the reporting requirements of RSA 193 F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for himself and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.~~

IX. Notifying Parents of Alleged Bullying (RSA 193 F:4, II(h))

~~The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or~~

personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. ~~The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.~~
7. ~~Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.~~
8. ~~Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.~~
9. ~~Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.~~

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

~~Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.~~

~~Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.~~

~~Examples of consequences may include, but are not limited to:~~

- ~~● Admonishment~~
- ~~● Temporary removal from classroom~~
- ~~● Deprivation of privileges~~
- ~~● Classroom or administrative detention~~
- ~~● Referral to disciplinarian~~
- ~~● In-school suspension~~
- ~~● Out-of-school suspension~~
- ~~● Expulsion~~

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

XVI. School Officials (RSA 193 F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy,

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

~~The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.~~

E. Actions Upon Receipt of Report of Bullying or Cyberbullying.

1. Receipt of Report. Upon receipt of a report of bullying, the principal or dean shall commence an investigation consistent with the provisions of Section F of this policy, shall assess
 - a. the need for a plan to protect students against retaliation,
 - b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy ~~{**}~~ AC (if so, the principal or dean shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations)); and
 - c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.
2. Parental Notice of Bullying Report — RSA 193-F:4, II(h). Within 48 hours of receiving a report of bullying, the principal or dean will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

The principal or dean may request of the Superintendent designee a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. Details of any request for a waiver and any grant of such request will be included in the investigative report.

F. Investigative Procedures - RSA 193-F:4, II(j).

1. Upon receipt of a report of bullying, the principal or dean shall, within 5 school days, initiate an investigation into the alleged act. If the principal or dean is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed

separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. The investigation should include review of any available surveillance recordings subject to the provisions of Board policies ECF and EEAA.
4. If the alleged bullying was in whole or in part cyberbullying, the principal or dean may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH and RSA 189:6. The principal or dean may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.
5. Factors the principal or dean or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:
 - a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The characteristics of parties involved, (name, grade, age, etc.);
 - e. The identity and number of individuals who participated in bullying behavior;
 - f. Where the alleged incident(s) occurred;
 - g. Whether the conduct adversely affected any student's education or educational environment;
 - h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident;
 - i. Whether the conduct violated any District or school policies or rules; and
 - j. The date, time and method by which parents or legal guardians of all parties involved were first contacted.
6. The principal or dean shall complete the investigation within 10 school days of receiving the initial report. If the principal or dean needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the principal or dean shall notify in writing all parties involved of the granting of the extension.

Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before

waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and or the District's human resources representative.

G. Completion of Investigation and Report.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.
2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m).
 - a. The principal or dean will meet promptly with each student directly involved in the incident(s) and communicate the general investigative determination as to whether the allegations of bullying/cyberbullying were substantiated, and any initial consequences or interventions appropriate to the determination.
 - b. Within 10 school days, the principal or dean will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the principal or dean will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.
 - c. If the parents request, the principal or dean shall schedule a meeting with them to further explain the investigative determination.
 - d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students, including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.
3. Appeals. A parent aggrieved by the investigative determination of the principal or dean may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy ACA.
4. Additional Reporting Requirements.
 - a. Reporting Substantiated Incidents - RSA 193-F:4, II(1). The principal or dean shall forward all substantiated reports of bullying to the Superintendent upon completion of the principal or dean's investigation.

- b. Department of Education Reports - RSA 193-F:4, II(g). The principal or dean shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The principal or dean or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.
- c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. Substantiated Instances of Bullying or Retaliation: Interventions, Remedial Measures and Disciplinary Consequences — RSA 193-F:4, II(k).

While students who have been found to have committed an act of bullying/cyberbullying can face disciplinary consequences, the Board encourages the administration and school district staff to explore alternative or additional measures and interventions to address the substantiated instances of bullying/cyberbullying, and prevent their reoccurrence.

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are not limited to:
 - a. Restitution,
 - b. Parent conferences,
 - c. Student counseling,
 - d. Behavior assessment,
 - e. Corrective instruction or other relevant learning experience,
 - f. Peer support group, and
 - g. Mediation (but only after the investigation has been completed).

Interventions and other remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

2. Disciplinary Consequences - RSA 193-F:4, II(d). Disciplinary consequences for students shall be consistent with the Winchester Parent and Student Handbook for the conduct that constituted bullying/cyberbullying. Disciplinary consequences should be varied according to specific circumstances such as: the nature of the behavior, the

developmental age of the student, the student's prior disciplinary history, performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.

Consequences and appropriate remedial actions for a staff member who commits one or more acts of bullying/cyberbullying or retaliation may range from up to and including dismissal from employment for staff members, with additional reports, if appropriate, in accordance with the Code of Conduct for New Hampshire Educators.

I. Dissemination of Policy and Bullying Prevention Education - RSA 193-F:4, II(e) and 193-F:5.

1. **Staff and Volunteers.** All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related Board policies, consistent with RSA 193-F:5.
2. **Students.** All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, website, etc.).

Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to disciplinary consequences.

The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

3. **Parents.** The Superintendent will ensure that all parents are annually provided with a copy of this policy or informed in writing where a copy of the policy may be located on the District and/or school's website. Student/family handbooks will include information of the District/school's anti-bullying program, as well as the means for students to report bullying acts either experienced or witnessed, and how parents, themselves, may inform/report to the school when they believe their child is being bullied or is bullying other students and encourage their children to report bullying when it occurs.
4. **Additional Notice and School District Programs.** The Board may, from time to time, host or schedule public forums in which it will address this anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals, including teachers, administrators, guidance counselors, school psychologists and other interested persons.

J. Summary of School Officials' Duties to Implement Policy - RSA 193-F:4, II(n).

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The school principal or dean(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the principal or dean(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the principal or dean(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the principal or dean(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. Immunity and Liability – RSA 193-F:7 & 9.

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorneys fees) in the event of gross negligence or willful misconduct for violations of this policy.)

Revision History

Revised: April 2026

Revised: September 2014, July 2004, August 2006, May 2008, September 2010

First Reading of the Hinsdale School Board 10-14-15

Final reading of the Hinsdale School Board 11-04-15

NH Statutes	Description
RSA 189:70	<u>Educational Institution Policies on Social Media</u>
RSA 193-D:4	<u>Written Report Required (Safe School Zones)</u>
RSA 193-F	<u>Pupil Safety and Violence Prevention</u>
RSA 193-F:3	<u>Definitions (Pupil Safety and Violence Prevention)</u>

RSA 193-F:4 Policy Requirements (Pupil Safety and Violence Prevention)

RSA 193-F:7 Immunity (Pupil Safety and Violence Prevention)

RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed

NH Dept of Ed Regulation	Description
N.H. Code Admin Rules Ed 317.05	Reporting Procedures for Acts of Theft, Violence, or Destruction
N.H. Code Admin. Rules Ed 204.01	<u>Board Hearings</u>
N.H. Code Admin. Rules Ed 306.04(b)(7)	<u>Student Harassment</u>
N.H. Code Admin. Rules Ed 317	<u>Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process</u>
N.H. Code Admin. Rules Ed 317.04	<u>Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures</u>

JLCEA - USE OF AUTOMATED EXTERNAL DEFIBRILLATOR

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

Related Policies: GBGBA & KFD

If the Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED(s)

The Superintendent working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies and shall not be located in an office or be stored in a location that is not easily and quickly accessible.

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

3. Maintenance

AEDs will be maintained by the School Nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A: 33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in at: www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153: A-31, as well as other sources of law.

Statutory Reference:

RSA 153-A:28-33, Automated External Defibrillation

Further Information: State of NH, Bureau of Emergency Medical Services, 271-456

Appendix KFD-R

Cross reference: Policy EBBB, Accident Reports

District Policy History:

Reviewed: October, 2004
New Policy September, 2003

Revision History: 11/18/24 for Policy Committee.

First reading: 12/11/2024
Final reading: 1/8/2025

RESCINDED

JLCJA - EMERGENCY PLAN FOR SPORTS RELATED INJURIES and **ADDITIONAL** PROTOCOLS FOR ATHLETICS PARTICIPATION

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

Commented [1]: NHSBA Revision Notes: Nov. 2025 - Revised to reflect additional requirements for Sports Injury Emergency Action Plan as required by passage of HB763 (amending RSA 200:40-c), (1) modification of the listing of employees trained in first aid and CPR to align with the American Heart Association or other organization, and requirement for related training on AED's, and additional provisions for locating the AEDs (tied to new EBBCA - former KFD/GBGBA/JLCEA).

A. **Creation of Plan.** ~~No later than August 1, 2022, the~~ The Superintendent or his/her designee in consultation with each building Principal, the Athletic Director/Coordinator and school nurse(s), shall establish **and maintain** a "Sports Injury Emergency Action Plan" (at times referred to in this policy as the "Plan") for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in ~~first aid or cardiopulmonary resuscitation;~~ **compliance with the American Heart Association or other nationally recognized organization or association focused on emergency cardiovascular care, in first aid, cardiopulmonary resuscitation (CPR), and the use of Automated External Defibrillators (AEDs);**
3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
4. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
6. **Require placement of, and training relative to, Automated External Defibrillators consistent with Board policy EBBCA and in accordance with guidelines established by the American Heart Association or other nationally recognized guidelines.**
7. Identify the location (~~which shall be consistent with the provisions of GBGA/JLCEA/KFD~~) of any automated external defibrillators ("AEDs") ~~and personnel trained in the use of the AED; and as~~ **determined pursuant to Board policy EBBCA;**
8. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association.
9. Required that all school sponsored activities for any of grades 6-12 be supervised by a person trained in CPR.

- B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. Additional Written Protocols and Procedures Required.** The Superintendent or his/her designee in consultation with each building Principal, the Athletic Director/Coordinator and school nurse(s), shall develop written procedures and protocols as described below:
1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
 2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).
 3. Student Return to Play - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.
- D. Annual Review and Update.** The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.
- E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.** The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy *EBCA*).
-

District Policy History:

Revision History: April 8, 2026

First reading: March 9, 2022

Second reading/adopted: April 13, 2022

District revision history: 11/18/24 for Policy Committee.

First reading: 12/11/2024

Final reading: 1/8/2025

Legal References:

NH Statutes	Description
RSA 153-A:28-33	<u>Automated External Defibrillation</u>
RSA 200:40	<u>Emergency Care</u>
RSA 200:40-c	<u>Emergency Plans for Sports Related Injuries</u>
RSA 277:15-b	<u>Reports of Death or Serious Injury</u>

Federal Regulations	Description
34 CFR. Part 99	<u>Family Educational Rights and Privacy Act Regulations</u>

Federal Statutes	Description
20 U.S.C. §1232g	<u>Family Educational Rights and Privacy Act (FERPA)</u>

Cross References

Code	Description
EBB	<u>School Safety</u>
EBBB	<u>Accident Reports</u>
EBBC	<u>Emergency Care and First Aid (dually coded with JLCE)</u>
EBBC-R(1)	<u>Emergency Care and First Aid (dually coded with JLCE) - First Aid Directions/Emergency Care for Sickness and Accidents</u>
EBBCA	<u>Use and Location of Automated External Defibrillators</u>

EBCA	<u>Crisis Prevention and Emergency Response Plans</u>
JJA	<u>Student Activities & Organizations</u>
JJA-R(1)	<u>Student Activities & Organizations - Eligibility Standards</u>
JJIB	<u>School Sponsored Athletic Programs</u>
JLCE	<u>Emergency Care And First Aid (dually coded with EBBC)</u>
JLCJ	<u>Concussions and Head Injuries</u>

DRAFT

KFD - USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS

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

Related Policies: GBGBA & JLCEA

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED (s)

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible.

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

3. Maintenance

AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

Statutory Reference:

RSA 153-A:28-33, Automated External Defibrillation

Further Information: State of NH, Bureau of Emergency Medical Services, 271-4568

Appendix KFD-R

District Policy History:

Reviewed: October, 2004

New Policy: September, 2003

Revision History: 11.18.24 for the Policy Committee.

First reading: 12/11/2024

Final reading: 1/8/2025

RESCINDED

IHCD/LEB ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES & STEM DUAL & CONCURRENT ENROLLMENT PROGRAM

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

Commented [1]: NHSBA revision notes: Nov. 2025, policy updated to reflect passage of 2025 HB193 (amending RSA 188-E:27, II) which limits the amount of state funding for Dual and Concurrent Enrollment funding to 4 courses per academic year for each student. Additional changes to section A relating to other advanced course work opportunities. Sept. 2021, in first paragraph of Section A corrected "10 and 12" to "10 through 12", and added reference to CTE courses in the same paragraph to reflect 2021 amendment to RSA 188-E:26;

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. ~~School district administrators and school counselors will aid students who wish to enroll in such courses.~~ If advanced course work or advanced placement courses are not available within the School District, administrators or *school* counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, **as part of the AP Rural Collaborative**, or other suitable means.

~~Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course.~~ Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10 **and through 12** may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

Although there is no limit to the number of credits a student may earn per academic year through the Dual and Concurrent Enrollment Program, pursuant to RSA 188-E:27, II, students enrolling in courses exceeding a total of 4 credits (see Board policy {} IK) are responsible for all costs above and beyond 4 credits in an academic year.**

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;

3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; *and*
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.

District Policy History:

Revision History: April 8, 2026

First reading: February 12, 2020

Second reading/adopted: March 11, 2020

Legal References:

NH Statutes	Description
RSA 188-E:25 through RSA 188-E:26-28	<u>Dual and Concurrent Enrollment Program</u>
Cross References	Description
Code	Description
IHBB	<u>Programs for Gifted and Talented 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>
IKF	<u>High School Graduation Requirements</u>
IKFG	<u>Career Exploration, Readiness, Pathways & Credentials</u>
IMBA	<u>Remote Learning</u>
IMBC	<u>RESCINDED - Alternative Credit Options</u>

DRAFT

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: March 11, 2026
Final Reading of the Hinsdale School Board: April 8, 2026

New Policy: February 2007

District Revision History:

Revised: May 2009, September 2008, August 2007

NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04(b)(23)	<u>Meeting the Special Physical Health Needs of Students</u>
N.H. Code Admin. Rules Ed 310	<u>Daily Physical Activity</u>

DRAFT

HINSDALE

SCHOOL DISTRICT

Job Title: Dean of Students		Work Location: Hinsdale Elementary School
School/Department: Hinsdale Elementary School		Reports to: Principal
<input checked="" type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	Hours Per Week: 40
<input type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	Days Per year: 205 (11 months)

Qualifications

Master's degree in education leadership with principal certification/certifiable; experience working in the field of social emotional learning, mental health, or behavior therapy with relevant experience as a certified school social worker, school psychologist, school counselor, applied behavior analyst, or mental health clinician strongly preferred.

Job Goal

The Dean of Students serves as a member of the school administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on MTSS-B. The position provides responsive and rehabilitative services for children, ultimately enabling children to better access the curriculum and all aspects of school life. The position needs to embrace an inclusive philosophy and demonstrate experience with implementation of data informed decision making to address individual and systematic social-emotional needs. The Dean will consider the whole child Other activities and responsibilities may be delegated by the building principal.

Responsibilities

This position description is not intended to be an exhaustive list of all duties, knowledge or skills associated with this position but is intended to accurately reflect the essential job elements. Any combination of the job functions shown below may be performed.

- Assist in the development of a school culture that believes all students can and will achieve at high levels.
- Maintain a close working relationship with Principal, MTSS Leadership Team, Special Education Coordinator, staff, and district administrators to ensure information exchange and coordination of efforts and general support for the decision-making process, as well as supporting school improvement initiatives and processes.
- Assume building supervisor role in the absence of the Principal.
- Manage all school and transportation student conduct documentation.
- Attend school and district meetings as needed; Participate in district level MTSS-B committee and the security team; Lead or co-lead the support team and school based MTSS-B team
- Assist teachers with developing, implementing, and monitoring individual behavior management plans and strategies.
- Coordinate and facilitate restorative practices approach to discipline and serve as a liaison with all specialists to support a systemic approach.
- Communicate with students, parents, and staff in a timely manner regarding student behavior and attendance.
- Implement behavior management strategies including daily classroom walkthroughs, communication techniques, leading professional development for all staff, and monitoring of practices and program.
- Work directly with students and staff to stabilize behaviors and rebuild community trust in classrooms, help staff understand and address their own dysregulation in conduct-related issues, and provide crisis intervention to optimize student functioning.

- Attend special meetings to engage in conversations involving student behavior and attendance.
- Make recommendations concerning the revision and updating of student code of conduct, rules, regulations, and handbooks.
- Serve as a liaison between the school, social services, community agencies, and the School Resource Officer to coordinate supports, facilitate communication, and ensure a cohesive, student-centered approach to addressing behavioral, social-emotional, and safety needs.
- Support continued use of universal SEL screening data, behavior data, and attendance records to identify system level needs while targeting specific groups and individual students for explicit instruction.
- Perform other related duties as directed by the Principal.

EVALUATION: Performance of this job will be evaluated by the Principal.

Physical Requirements:

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS

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

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

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

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

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

OTHER PHYSICAL CONSIDERATIONS

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

WORK SURFACES: (describe)

Composite desk
 Carpet/tile floors
 Computer keyboard/screen

HAND MANIPULATION

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

Environment: Inside: 98% Outside: 2%

Short Description: Work is performed inside and out of doors in an environment which includes exposure to physical elements or a number of disagreeable working conditions. The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COGNITIVE AND SENSORY REQUIREMENTS:

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

SUMMARY OF OCCUPATIONAL EXPOSURES:

Bacterial and viral infections carried by children.
Cleaning products.

Special Conditions of Employment:

All employees must pass a criminal history background check and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

Approved by the Hinsdale School Board on _____.

DRAFT

HINSDALE

SCHOOL DISTRICT

Job title: Receptionist		Work Location: School
School/Department: Front Office		Reports to: Principal
<input type="checkbox"/> Full-time	<input type="checkbox"/> Exempt	Hours Per Week: 32.5 (6.5 hrs/day)
<input checked="" type="checkbox"/> Part-time	<input checked="" type="checkbox"/> Nonexempt	Days Per year: 191

Qualifications

High school diploma, computer literate, working knowledge of basic office procedures and the operation of common office equipment and machines. Writing, spelling, communication, self-management, interpersonal skills, public service, teamwork, ability to multi-task, computer and on-line skills; courteous, friendly, enthusiastic, energetic, organized, resourceful, patient, tolerant, integrity, warmth, concern, judgment, flexible, cooperative.

Job Goal

To provide to all students, staff and community members a smooth and efficient operation of the school office so that the office's maximum positive impact on the education of the students can be realized.

Responsibilities

- Answer and direct phone calls and two-way radio calls.
- Receive and direct visitors.
- Filing.
- Sending faxes.
- Maintaining attendance records.
- Send out attendance *F letters every 2 weeks.
- Send out excessive absences letter at the end of the semester.
- Run a daily tardy list and discipline reports as requested by the building administration.
- Put all the call ins, tardy, and dismissals in PowerSchool and enter all notes that come in as excused or unexcused.
- Make attendance calls for absent students.
- Run absentee report every day after school and check for errors then print and file
- Send out mailings.
- Sort and distribute incoming mail daily.
- Assist in health office in absence of nurse as needed.
- Supervise students waiting to see the principal or designee.
- Calls School Resource Officer when needed after consultation with the principal or designee.
- Dismiss students for field trips, sports, and assemblies.
- Respond to questions from students, staff, and parents in the office and on the phone.
- Maintains highest levels of confidentiality.
- Coordinate with food service for deliveries or menu changes as needed.
- Coordinate with the facilities department to address needs reported.
- Coordinate with the *End 68 Hours of Hunger* program as needed.
- Schedule SCT and 504 meetings as directed by the Principal or their designee.

- Performs such other tasks as may be assigned by the Principal or their designee.

EVALUATION: Performance of this job will be evaluated in accordance with the Hinsdale Support Staff Association (HSSA) Contract.

Physical Requirements:

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS

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

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

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

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

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

OTHER PHYSICAL CONSIDERATIONS

Twisting: Occasionally
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 Climbing: Rarely
 Balancing: Rarely

WORK SURFACES: (describe)

Composite desk
 Carpet/tile floors
 Computer keyboard/screen

HAND MANIPULATION

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

Environment: Inside: 98% Outside: 2%

Short Description: (Example: Work is performed inside and out of doors in an environment which includes exposure to physical elements or a number of disagreeable working conditions.)
 The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COGNITIVE AND SENSORY REQUIREMENTS:

Talking: Necessary for communicating with others.
 Hearing: Necessary for receiving information and instructions.

Sight: Necessary to do job effectively and correctly.
Tasting & Smelling: Smelling required to detect noxious fumes and odors.

SUMMARY OF OCCUPATIONAL EXPOSURES:

Bacterial and viral infections carried by children.
Cleaning products.

Special Conditions of Employment:

All employees must pass a criminal history background check and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

Approved by the Hinsdale School Board on _____

DRAFT

HINSDALE

SCHOOL DISTRICT

Job title: Speech-Language Pathology Assistant (SLPA)		Work Location: District
School/Department: Student Services		Reports to: Director, Student Services
<input type="radio"/> Full-time	<input type="radio"/> Exempt	Hours Per Week: 35
<input checked="" type="radio"/> Part-time	<input checked="" type="radio"/> Nonexempt	Days Per year: 190

Qualifications

Qualifications include a minimum of an Associate's degree as a Speech-Language Pathology Assistant from an accredited school. All employees must pass a criminal history background check and an employment physical.

Job Goal

The Speech-Language Pathology Assistant (SLPA) will support the Speech-Language Pathologist (SLP) by implementing therapy plans, conducting screenings, preparing materials, documenting student progress, and helping students with speech, language, and communication goals, under the SLP's supervision.

Responsibilities

- Perform as a team member within the educational environment of the district to include the follow-through of evaluations and development of treatment plans, meetings, and therapy for students.
- Assess students' rates and quality of growth and development based on appropriate subjective and objective measurements and plan treatment programs accordingly.
- Implement treatment plans to achieve established goals and objectives and assist with developing programs appropriate for the individual students.
- Maintain written records for each student in a timely manner, including daily therapy notes and IEP quarterly reviews.
- Provide services in accordance with the Individual with Disabilities Education Improvement Act (IDEA 2004).
- Participate in supervisions with a certified Speech-Language Pathologist as necessary and in accordance with NHSLA and ASHA.
- Complete documentation and paperwork in a timely manner, including Medicaid sheets, expense vouchers, mileage, attendance forms, continuing education paperwork, and license renewals.
- Provide services to students in home-based or off-site settings, such as Head Start or outside private preschools, as appropriate.
- Consult with speech/language pathologist, teachers, etc., for the purpose of providing requested information, and developing plans for services.
- Instruct individual students with instruction appropriate supervisor(s) (e.g. phonetic alphabet, vocabulary and language, fluency, oral motor exercises, etc.) for the purpose of implementing goals for remediation of speech and language deficits.
- Maintain augmentative communication devices and equipment for the purpose of ensuring availability of required tools.

- Participate in parent/teacher meetings, in-service trainings and/or research projects for the purpose of receiving or conveying information related to job responsibilities.
- Perform other related duties as assigned by the Director of Student Services or their designee.

EVALUATION: Performance of this job will be evaluated by the Director of Student Services.

Physical Requirements:

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS

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

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

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

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

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

OTHER PHYSICAL CONSIDERATIONS

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

WORK SURFACES: (describe)

Composite desk
 Carpet/tile floors
 Computer keyboard/screen

HAND MANIPULATION

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

Environment: Inside: 98% Outside: 2%

Short Description: Work is performed inside and out of doors in an environment which includes exposure to physical elements or a number of disagreeable working conditions. The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COGNITIVE AND SENSORY REQUIREMENTS:

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

SUMMARY OF OCCUPATIONAL EXPOSURES:

Bacterial and viral infections carried by children.
Cleaning products.

Special Conditions of Employment:

All employees must pass a criminal history background check and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

Approved by the Hinsdale School Board on _____

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 April 2026

Opportunity Activities On Tap for Late Spring, Summer

The difference between our students' experience and students from any other school district in NH is the number and type of sociocultural opportunities they have available to broaden their learning while in school. The baseline academic requirements are the same from district to district since the state sets them, and each student no matter where they are enrolled must demonstrate the same level of competence in the same academic areas in order to earn a high school diploma. How students meet those requirements are significantly influenced by the types of sociocultural influences on their growth such as social interaction with different types of people, family socioeconomic status and resources, teacher quality and investment, and experience with relevant cultural and pop norms (Emporia, 2024). While all of these influences vary in terms of viability, it is the last example that we believe will have the most immediate and lasting impact.

We have long recognized that most of our students have not traveled outside of Hinsdale, while many have never left New Hampshire. We have grade levels of students who have never been through a toll booth, seen the golden dome of the New Hampshire State House, been on a hike in the mountains, or walked the sands of our state beaches. Museums, theatres, and concert halls provide ample opportunity for cultural enrichment and discovery of interest, as do attending events like professional sports, county fairs, and riding a bike. Student futures are largely impacted by what they are experiencing now, and with the advent of the new career center in the elementary school we believe it is critically important to give all of our students more exposure to more opportunity through participation in these types of activities.

Our aim is to utilize as much of our grant funding as we can to provide these "opportunity activities" to our students through excursions and field trips starting in late spring and through the summer. While this conversation first surfaced when Principal Roth and I were discussing the differences in preparation of our AP students to those from towns with more resources, it really applies to all students. We want our students to use their senses to understand what is available to them beyond their town line, what opportunities exist beyond what they currently know, and influence how they think in our classrooms. We have begun primary conversations about the types of excursions that we are hoping to offer, and we expect to have more detail and a preliminary schedule in May. While we will begin this year in a more limited fashion, our goal will be to expand over the years to come and intentionally write grant activities that support the program.

Students to Attend Business Class/Event, Campus Visit at Plymouth State on April 21

In line with our desire to provide more opportunity activities, we have scheduled a day on the campus of Plymouth State University with [Assistant Professor-of-Practice Rick Brenner](#) who teaches in the business department and is the director of the sales institute at the university. Among other professional roles in sport and business, Rick is formally co-owner and general manager of the NH Fisher Cats, the MLB Double A affiliate of the Toronto Blue Jays playing in Manchester. Inspired by our recent four FBLA finalists who will be attending nationals in late June, we will have up to 30 students traveling to PSU for lunch on campus, meeting and a tour with admission representatives, participation in Rick's afternoon business leadership class, and a networking event with other students and faculty from across the business department. It will be a whirlwind of a day and is designed to inspire students with glimpses of career and future possibilities.

Safety and Security Task Force

The task force met on March 16 with a full agenda including reviewing the recent award for infrastructure improvements, scheduling for safety and security assessments with NH HSEM, sharing an update on ALICE training and plans to continue the training program, accepting an invitation from Hinsdale PD for a task force member or two to attend a training event on April 9, and choosing members who wished to attend a state-sponsored training event hosted by Hinsdale School District on April 8 and 9 through the US Department of Homeland Security (however, abruptly canceled on March 31 due to the partial government shutdown and will be rescheduled in the fall). Winchester Fire Chief and School Facilities Supervisor Barry Kellom was also in attendance as we begin to expand the membership of the group to include more area first responders, support personnel, and school leaders.

Crisis Prevention Institute Training Provided on March 27

26 Hinsdale teachers, paraprofessionals, and administrative assistants have been added to the list of being trained in either [Verbal intervention \(VI\)](#) or [Nonviolent-Crisis Intervention \(NCI\)](#) as a result of participating in the day long session offered by Sara Donahue, Sam Kililee, and myself during our professional development day on March 27. We now have over 70 employees who have been trained in CPI and additional training sessions are scheduled for the professional development days in June.

New Board Member Orientation

Jane Fortson and I had the pleasure of meeting with our newest school board member Laura Hubbard on April 1 for a new board member orientation session. We shared all of the ins and outs of serving as a Hinsdale School Board member and discussed specific topics such as interacting with constituents who are seeking information or action with staff, the authority reach of the school board and its individual members, normal procedures for school board meetings, budget and policy development and responsibility, and the differences between public and non-public guidelines. Laura asked some great questions and we are looking forward to her contributions and knowledge as an experienced finance employee of the Windham Southeast Supervisory Union (Brattleboro) superintendent office. We are excited to have her as our newest member!

Open Enrollment Legislation Update

As of this writing there have been a few more hearings on the open enrollment bill (HB751) and associated bill (SB101) that have produced more opposition than support. The main issue with the bill is the funding mechanism and potential cost of one district paying another for a student's tuition. There was some reworking of this element so that the funding would work more like how charter schools are being funded, however we are not typically fond of that model either and the reworking does not excuse a "sending" district from still paying a partial tuition [bill. Please find the latest story on the recent hearings here.](#) Other than these hearings and this piece of funding information, there is nothing new to report on the bill.