

Ashland School Board Regular Meeting
Ashland Elementary School – Heffernan Media Center
Tuesday, August 6, 2024 @ 6:00 p.m.
Policy Review Committee – 5:15 p.m.

AGENDA

- I. CALL TO ORDER
- II. RECORD ROLL
 - Members Present:
 - Members Absent:
 - Others Present:
- III. PLEDGE OF ALLEGIANCE
- IV. PUBLIC COMMENT – *Opened at _____ p.m.*
- V. MINUTES
 - A. Tuesday, June 4, 2024 Regular School Board Meeting Minutes (Action Item)
Mrs. Moriarty (*Attachment #1*)

Motion to approve the minutes of the June 4, 2024 Regular School Board Meeting.

Moved by: _____ Second: _____

Vote: _____
- VI. CURRENT BILLS PAYABLE
 - A. General Operating Expenses (Action Item) Mrs. Moriarty (*Attachment #2*)

Motion to approve the payment of bills, manifests #2001 and #2017.

Moved by: _____ Second: _____

Vote: _____
- VII. ADMINISTRATIVE REPORTS
 - A. Principal’s Report/Enrollment Report (Information Item) Mr. Donnelly, Mrs. Moriarty (*Hand-Carried*)
 - B. Year-to-Date Financial Report (Information Item) Mrs. Dolloff

VIII. OLD BUSINESS

- A. United States Department of Agriculture (Information Item) Mrs. Moriarty
(Attachment #3)
- B. NHSBA Call for Resolutions (Discussion Item) Mrs. Moriarty (Attachment #4)

IX. NEW BUSINESS

- A. Impact of Village at Mills Pond on Ashland Elementary School (Action Item)
Mrs. Moriarty (Attachment #5)

Motion to approve the Superintendent sharing the analysis as presented with the Ashland Planning Board.

Moved by: _____ Second: _____

Vote: _____

- B. 2024 State Assessment Monitoring (Information Item) Mrs. Moriarty
(Attachment #6)

X. POLICY

- A. First Readings (Action Item) Mrs. Moriarty (Attachment #7)

Motion to approve first reading of the following policies:

- ACE – Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability
- ACF – Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints
- ADB/GBEC – Drug-Free Workplace & Drug-Free Schools
- DN – Disposition of Books, Supplies & Equipment
- DFA – Investment
- IHBA – Programs for Pupils with Disabilities
- IHBA-R – Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student Rights
- JI – Student Rights and Responsibilities

Moved by: _____ Second: _____

Vote: _____

- B. Second Readings (Action Item) Mrs. Moriarty (Attachment #8)

Motion to approve first reading of the following policies:

- JICH – Student Drug and Alcohol Policy

- JJG – Non-School Sponsored Contests for Students
- CCB – Organizational Chart
- CF – Role of the Principal
- DA – Fiscal Management Goals
- DB – Annual Budget
- DBC – Budget Preparation
- DBI – Budget Implementation
- DBJ – Transfer of Appropriations
- DI – Fiscal Accounting and Reporting
- DIE – Audits
- DKA – Payroll Procedures

Moved by: _____ Second: _____

Vote: _____

XI. PUBLIC COMMENT – Closed at _____ p.m.

XII. NONPUBLIC SESSION

- A. Nonpublic Session (Action Item) Mrs. Moriarty
R.S.A. 91-A:3 II(c): This includes matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this Board, unless such a person requests an open meeting.

Motion to enter nonpublic session at _____ p.m.

Moved by: _____ Second: _____

Vote: _____

- B. Public Session (Action Item) Mrs. Moriarty

Motion to reenter public session at _____ p.m.

Moved by: _____ Second: _____

Vote: _____

XIII. ANNOUNCEMENTS

- A. **Tuesday, September 3, 2024**
Ashland School Board @ Ashland Elementary School - Heffernan Media Center.
- Policy Committee - **5:30 p.m.**
 - Ashland School Board Regular Meeting – **6:00 p.m.**

XIV. ADJOURNMENT

Motion to adjourn the meeting at _____ p.m.

Moved by: _____ Second: _____

Vote: _____

**Ashland School Board Regular Meeting Ashland Elementary
School – Heffernan Media Center
Tuesday, June 4, 2024 @ 6:00 p.m.
Policy Review Committee – 5:30 p.m.
MINUTES**

- I. CALL TO ORDER
- II. RECORD ROLL
- III. PLEDGE OF ALLEGIANCE

Members Present:

Mr. Stephen Heath, Chair
Mrs. Sandra Coleman, Vice-Chair
Mr. Stephen Felton

Members Absent:

Mr. Jesse Farris (with notice)
Mrs. Jennifer Foote (with notice)

Administrators Present:

Mrs. Mary Moriarty, Superintendent
Mrs. Ashley Dolloff, Business
Administrator

Others Present:

Mrs. Elaine Dodge
Mrs. Lisa Holiday
Mr. Cole Mock
Ms. Rachel Soney
Ms. Elisabeth Hess

- IV. PUBLIC COMMENT – *Opened at 6:02 p.m.*
- V. NEW BUSINESS

A. Data Privacy Plan

Cole Mock provided an update regarding the Ashland Data Privacy Plan. With increasing use of digital tools and technology in the classroom, it is essential to protect the personal information of students (names, date of birth, addresses, etc.) as this data can impact student safety, privacy, and their academic future. Student data privacy laws and regulations serve to maintain and safeguard sensitive information from being misused.

Mr. Mock is still working to completely redraft the plan. Mark Parsons from Inter-Lakes has been assisting. They have worked with Primex in person and remotely to ensure our school is following all policies and procedures that Primex deems necessary. Primex provides audits and works with the school district to help us strengthen our plan.

Ashland has done very well in the audits over the last year. All policies are in alignment with laws and regulation, including data records, password procedures, and other privacy and security procedures and policies.

Working on an emergency response plan with Mark Parsons, which will provide a comprehensive overview of the procedures in the case of a data breach or other security emergency. Primex is also helping develop this plan.

Mr. Felton asked if the school provides any training on digital security with staff.

Mr. Mock said there is some, but he would like to do more at the beginning of the year. The staff generally know to report anything that looks strange.

Mrs. Moriarty noted that this would be a great thing to incorporate into the beginning of

the year.

Mr. Mock said that it would be helpful to go over how to identify phishing attempts.

Mr. Felton asked if there were any changes to the plan.

Mr. Cole said the plan is the same as last year. There are no additions or subtractions to the plan yet. The team will be collecting all the data from Primex about things that need to be tweaked or changed, and Mark Parsons will assist in aligning the Ashland plan with the Inter-Lakes plan.

Mrs. Moriarty clarified that legally, the Board must approve the Data Privacy Plan by June 30th each year. Mr. Mock is still in the process of integrating all the work with Primex and Mr. Parsons into the plan, so those changes will be finalized at a later date. He will circle back during the next school year with any changes, before the next approval cycle.

Mrs. Coleman moved, seconded by Mr. Felton, to approve the Data Privacy Plan as presented.

The motion carried 3-0.

B. Special Education Determinations

Mrs. Moriarty introduced Ashland and SAU #2 Special Education department were present, including Rachel Soney, Special Education Teacher; Elisabeth Hess, Special Education Teacher; Elaine Dodge, former Director of Student Services, supporting the SAU part-time; and Lisa Holiday, Director of Student Services.

Mrs. Dodge shared the determinations for Special Education. The federal government monitors all states in regards the implementation of IDEA regulations and determines if the state is meeting all the requirements. In turn, the state monitors every District. There are Special Education Indicators, and recently new indicators were added in terms of state assessment.

On the LEA Determination Rubric, a lower score is better. Districts can receive scores of N/A, 0, 1, or 2 for each determination. 0 means you did not meet indicator; 1 means that the indicator was met but does not necessarily mean intervention is required from the state. Ashland did very well, with only a couple of indicators being met. Overall, AES scored in the net criteria range so there will be no assistance or sanctions from the state.

Mrs. Dodge provided the Board with an overview of the areas in the LEA Determinations document and went through Ashland's scores in each area.

Mr. Felton asked where the data comes from and when it is collected.

Mrs. Dodge explained that the data comes from our state special education IEP system. Every IEP developed for a student must get developed through this system, and a lot of information about services, service time, speech therapy/occupational therapy/physical therapy, and how much time of their day is spent in the regular education classroom versus outside of the classroom. Another data source is i4see, our student data management

system. The data in i4see picks up data on student assessment. Mrs. Dodge also noted that the district's grant management system is also a data source.

In the seven indicators, Ashland Elementary done very well. The one area to note is the Preschool Environment. Because we do not have a preschool at our elementary school, we receive the highest score (2). Ashland's preschool age students may be attending a private daycare, and the school staff need to work with the family and that daycare to figure out how Special Education services will be delivered. The district has been successful in the past with that model. Currently, we are struggling a little with that model. We have to track the progress of preschool students, and three times a year we have to rate them on their communication, social-emotional, academic, language, physical development, etc.

Mr. Felton asked how the team identifies which students need to be evaluated.

Mrs. Dodge said it is the students considered preschool age that have an IEP in place.

Mrs. Moriarty noted that a three-year-old might come to our attention through Early Supports and Services. Area agencies will sometimes initiate contact on behalf of these students. If a student gets early interventions, they must have an IEP by the time they are three.

Mrs. Dodge continued, in the area of assessment, Ashland did not meet our state participation rate; we received a score of two. This is an area where we are contending with a state law that says parents can opt students out of state testing, but we are accountable to meet the 95% participation rate. This conflicts with federal law.

The next area is related to the state wanting to ensure that students are in school as much as possible. In that category, we have met the requirements.

The next section is related to evaluation of new IEP students. The federal government and the state government require that if a parent or anyone refers a student for Special Education, and the referral team accepts, the district must have evaluations completed and a meeting held within 60 days of a parent signing the permission to evaluate form. Mrs. Dodge acknowledged that the Ashland staff have done a wonderful job at managing the number of evaluations received.

The next section is related to IDEA Grant and whether we allocate 50% of those funds by January each year. Ashland met those deadlines and has not had any formal Special Education complaints filed with the DOE, indicating that Ashland families are happy with the services the students receive.

Mrs. Moriarty said in the assessment area, there is participation and proficiency. She noted that we are struggling in proficiency, which is not unique to Ashland. The expectation is that all students will be proficient.

Mrs. Dodge noted that the bar is not lowered for Special Education students.

It is the same bar that is held for all students. That is where some of the gap comes into the play. The state and the federal governments want to see that even students with IEPs are closing the gap between their performance and the expectations for all students. That has always been difficult to meet. There are reasons why a student has an IEP, including academic struggling in various areas.

Mr. Felton asked if the gap analysis is measured from year to year.

Mrs. Dodge said yes and noted that the cohort of students changed every year. When this data is pulled, it is hard to compare this year's students to last year's students.

Mrs. Moriarty noted that the greater the gaps, the greater the need for direct services.

Mr. Felton asked if there is any practical way that this could be changed.

Mrs. Dodge said it would be helpful to analyze individual students with IEPs support and their test scores, and evaluate whether we can intensify services, or provide different or more support and services.

Mr. Heath noted that providing more services also means removing students from regular classrooms.

Mrs. Moriarty said the team is working to find ways to do more within the framework we already have.

Mr. Felton said if you score high because they are in a regular classroom, it must be difficult for the individual classrooms to deal with these wide gaps.

Mrs. Moriarty noted that the determination from the DOE says, "needs assistance."

Mrs. Dodge explained that this involves the school having internal conversations, not the DOE coming in to provide their assistance. This is more of a note of caution from the state, and an opportunity for us to look at what can be done.

Mrs. Moriarty turned the Board's attention to the fact that our Special Education numbers have increased substantially.

Elisabeth Hess, Special Education Teacher noted that the reason she was hired in 2016 was because the school and the Board recognized that the caseload was too high for the one Special Education teacher that was there.

Mrs. Moriarty said that there were 15 students in Special Education in 2016, and now there are 39 students. Not all students are present at AES, but the school is responsible for providing services.

There are 32 students in the building on IEPs out of 141 students. That is about 25% of our student body on IEPs.

Mrs. Moriarty noted that every district is experiencing an increase in Special Education needs. As a state, New Hampshire is also experiencing the intensity of needs of younger learners, including inability to regulate. AES, and the state at-large, have had an increased number of children with great difficulty being able to be in a classroom setting. Collectively, we would like to propose a full-time Special Education teacher in next year's budget.

In the interim, the district is looking for a part-time teacher. Though this was not budgeted for, the current situation is not sustainable. Mrs. Moriarty will pursue pulling some funds from various sources, including the expendable trust and REAP funds. Realistically, AES is at a breaking point, and this would be an interim step before looking for a full-time teacher. Mrs. Moriarty noted that the district has a lead on a part-time teacher that they are pursuing.

The Board asked what the anticipated cost would be.

Mrs. Moriarty shared that the part-time teacher would be about \$60,000 total, including benefits.

Discussion ensued. Mrs. Coleman noted that this would be a huge budgetary increase. The Special Education team acknowledged that there are limited services available as it stands for any students with IEPs. If one of the Special Education teachers needs to travel to an area agency to see an Early Supports and Services student, then she is not available to students in the building. Adding a third Special Education teacher would make things more sustainable. Ideally, someday we would have a preschool program, but that is another cost. Ms. Hess noted that a third teacher would alleviate some of the pressures on herself and Ms. Soney.

Mrs. Moriarty asked the Board to consider a motion to move forward with this proposal. Mr. Heath said that the Board needs to discuss unencumbered funds first. He expressed that he fears that if people are worked beyond their capacity, people will leave. He would seriously consider the possibility of a full-time teacher. Mrs. Moriarty expressed financial concerns about this possibility.

The Board thanked the Special Education team for their time and efforts. No action was taken at this time.

VI. MINUTES

A. Tuesday, May 7, 2024 Regular School Board Meeting Minutes

Mrs. Coleman moved, seconded by Mr. Felton, to approve the minutes of the May 7, 2024 Regular School Board Meeting.

The motion carried 3-0.

B. Tuesday, May 28, 2024 Special School Board Meeting Minutes

Mr. Felton moved, seconded by Mrs. Coleman, to approve the minutes of the May 28, 2024 Special School Board Meeting.

The motion carried 3-0.

VII. CURRENT BILLS PAYABLE

A. General Operating Expenses

Mrs. Coleman moved, seconded by Mr. Felton, to approve the payment of bills, manifest #2015.
The motion carried 3-0.

VIII. ADMINISTRATIVE REPORTS

A. Principal's Report/Enrollment Report

Mrs. Moriarty reviewed the June Enrollment Report with the Board, noting that enrollment has not changed from the previous month.

Mr. Donnelly shared his Principal's Report with the Board. Attendance for SAS testing was great and there were minimal makeups. Last week was Project Night, which had a great turnout and went well. Team Respect and Integrity are going to Prescott Farm tomorrow in Laconia for a nature field trip. Today, the school held Muffins in the Morning; the cafeteria was packed with families. Thursday morning is our Honors Society Inductees Ceremony. Our robotics team competed at Merrimack Valley High School and had a great day, finishing fifth. Field day is on Monday, and our eighth graders are preparing for graduation on Tuesday at 6:00 p.m. Finally, we have planned a staff get-together next Wednesday in the afternoon to celebrate our year and say goodbye to the staff members who are moving on.

B. Year-to-Date Financial Report

Mrs. Dolloff shared the Year-to-Date financial report with the Board. No action was taken.

IX. OLD BUSINESS

A. Anticipated End-of-Year Fund Balance and Proposed Encumbrances

Mrs. Moriarty shared the anticipated end-of-year fund balance and the proposed encumbrances with the Board.

Mrs. Moriarty shared that the district is anticipating an unassigned fund balance of about \$157,000. The district has altered the recommendation from last month, due to the Special Education needs. We had set aside some money for bollards, which are recommended from a safety perspective at the front of the building. This would be about \$15,000. We would like to move forward with these, and we may be able to absorb that cost. If not, we would ask that the Board remove \$15,000 from the Facilities Expendable Trust, which has about \$180,000 in it. Mrs. Moriarty recommended moving forward with the project and suggested that the Board wait and see where next year's budget is before taking that money out.

The district also reduced electricity, recommending the Board consider encumbering \$25,000. Mrs. Moriarty recommended shifting this to Special Education.

The playground has \$17,900 that has been encumbered for it. The district is suggesting not making any changes or spending those funds yet, and

waiting until next year to see if we need to add a full-time teacher.

Mrs. Coleman moved, seconded by Mr. Felton, to approve end-of-year fund balance encumbrances as presented.

The motion carried 3-0.

B. United States Department of Agriculture

Mrs. Moriarty shared an update regarding the USDA grant. This item will be addressed again at the next Board meeting in August.

X. NEW BUSINESS (CONT.)

A. NHSBA 2024 Call for Resolutions – Deadline August 2nd

Mrs. Moriarty shared the NHSBA 2024 Call for Resolutions with the Board.

The Board reached consensus to table this item for the August meeting and ask NHSBA for an extension.

B. Permission to Hire/Accept Resignations

Mrs. Coleman moved, seconded by Mr. Felton, to authorize the Superintendent of Schools to accept resignations and hire candidates prior to the August School Board Meeting.

The motion carried 3-0.

XI. POLICY

A. First Readings

Mr. Felton moved, seconded by Mrs. Coleman, to approve first reading of the following policies:

- JICH – Student Drug and Alcohol Policy
- JJG – Non-School Sponsored Contests for Students
- CCB – Organizational Chart
- CF – Role of the Principal
- DA – Fiscal Management Goals
- DB – Annual Budget
- DBC – Budget Preparation
- DBI – Budget Implementation
- DBJ – Transfer of Appropriations
- DI – Fiscal Accounting and Reporting
- DIE – Audits
- DKA – Payroll Procedures

The motion carried 3-0.

XII. PUBLIC COMMENT – *Closed at 7:20 p.m.*

XIII. NONPUBLIC SESSION

A. Nonpublic Session

R.S.A. 91-A:3 II(c): This includes matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this Board, unless such a person requests an open meeting.

Mrs. Coleman moved, seconded by Mr. Felton, to enter nonpublic session at 7:21 p.m.

The motion carried 3-0.

B. Public Session

Mrs. Coleman moved, seconded by Mr. Felton, to reenter public session at 7:34 p.m.

XIV. ANNOUNCEMENTS

A. Tuesday, August 6, 2024

Ashland School Board @ Ashland Elementary School - Heffernan Media Center.

- Policy Committee - **5:30 p.m.**
- Ashland School Board Regular Meeting – **6:00 p.m.**

XV. ADJOURNMENT

Mr. Felton moved, seconded by Mrs. Coleman, to adjourn the meeting at 7:39 p.m.

The motion carried 3-0.

The meeting adjourned at 7:39 p.m.

Respectfully submitted,

Heather Bullimore, Recording Secretary

Attachment #2

**Ashland Accounts Payable Manifest
2024-2025 Fiscal Year**

Manifest #: 2001 Manifest Date: 07/31/2024 Prepared By: Destiny Medici

The Ashland School District is hereby authorized to draw checks against Ashland School District fund for the sum of \$123,426.01 on account of obligations incurred for value received in services and materials as shown and dated on the following check listings:

ASHLAND BOARD

Sandra Coleman, Vice Chairman _____

Jesse Farris _____

Steve Felton _____

Jennifer Foote _____

Stephen Heath, Chairman _____

Fund	Amount
GENERAL FUND	\$ 123,426.01
FOOD SERVICE	\$
FEDERAL FUNDS	\$
OTHER FUNDS	\$ _____
	\$

CHECK NUMBER	CHECK DATE	VENDOR NUMBER	VENDOR NAME	AMOUNT	DESCRIPTION
32067	07/31/2024	20197	AMAZON CAPITAL SERVICES	\$ 2,253.72	Summer blast, guidance, office & classroom supplies
32068	07/31/2024	20013	BELLETETES INC	\$ 172.01	Maintenance supplies
32069	07/31/2024	20581	BUREAU OF EDUCATION & RESEARCH	\$ 279.00	Professional development: librarian
32070	07/31/2024	20348	CLEAN-O-RAMA	\$ 4,417.39	Cleaning supplies & unanticipated repairs
32071	07/31/2024	21235	CONSOLIDATED COMMUNICATIONS	\$ 166.54	Phone service
32072	07/31/2024	20489	CPI	\$ 200.00	Annual membership fee E.Hess
32073	07/31/2024	20882	ESGI LLC	\$ 330.00	Specialist license
32074	07/31/2024	21036	EVERYDAY SPEECH LLC	\$ 599.99	Online curriculum & licensing
32075	07/31/2024	20058	FOLLETT CONTENT SOLUTIONS, LLC	\$ 1,270.18	Renewal July 1,2024-June 2025
32076	07/31/2024	20072	HILLYARD-NEW ENGLAND	\$ 1,087.10	Gym floors refinished & court guard
32077	07/31/2024	20193	HOME DEPOT CREDIT SERVICES	\$ 215.28	Maintenance supplies
32078	07/31/2024	20386	HM RECEIVABLES CO LLC	\$ 31,403.37	2nd payment
32079	07/31/2024	21031	IMPACT FIRE SERVICES LLC	\$ 797.30	Inspection: suppressor & extinguisher
32080	07/31/2024	20169	JP PEST SERVICES	\$ 90.00	Daycare pest inspection
32081	07/31/2024	20091	MANGO SECURITY SYSTEMS, INC.	\$ 376.00	Fire alarm inspection
32082	07/31/2024	20099	MSB	\$ 18.24	NH Medicaid Amin
32083	07/31/2024	20102	NASSP	\$ 385.00	NJHS membership renewal
32084	07/31/2024	21119	NATIONAL COUNCIL FOR SOCIAL STUDIES	\$ 79.00	J.King membership renewal
32085	07/31/2024	21283	NEWFOUND PLUMBING & HEATING, INC.	\$ 2,245.45	Plumbing repair
32086	07/31/2024	20115	NHSBA	\$ 3,072.21	FY25 membership dues & policy subscription
32087	07/31/2024	21269	BROOKLYN RANEY LLC	\$ 359.00	Ripple journals: guidance
32088	07/31/2024	21304	PHOENIX PRECAST PRODUCTS	\$ 6,002.00	Bollards x12
32089	07/31/2024	20127	PRIMEX	\$ 22,383.00	Property & Liability & Workers Comp
32090	07/31/2024	21124	PRO TECHNOLOGIES LLC	\$ 1,040.00	Annual alarm system monitoring
32091	07/31/2024	21305	REGENCY HOME HEALTH, LLC	\$ 850.00	RN expense 7/09-7/11
32092	07/31/2024	20134	SALMON PRESS	\$ 373.20	Paraeducator ads in newspaper
32093	07/31/2024	20136	SAU #2	\$ 38,406.01	1st Quarter of quarterly payments & principal cell phone
32094	07/31/2024	20330	SMALL ENGINE TECHNOLOGY	\$ 561.00	Machine repair for drive belt & drive tension pulley
32095	07/31/2024	20110	STATE OF NH-CRIMINAL RECORDS	\$ 48.25	Background check T.Lindberg
32096	07/31/2024	21200	TCI	\$ 2,529.00	70 Students &1 teacher license
32097	07/31/2024	20877	WASTE MANAGEMENT OF	\$ 833.44	Dumpster expense
32098	07/31/2024	21302	EMBRACE SOFTWARE, INC.	\$ 250.00	Online career exploration
32099	07/31/2024	21206	XEROX FINANCIAL SERVICES	\$ 333.33	Printer lease
			Total:	\$ 123,426.01	

**Ashland Accounts Payable Manifest
2023-2024 Fiscal Year**

Manifest #: 2017 Manifest Date: 08/01/2024 Prepared By: Destiny Medici

The Ashland School District is hereby authorized to draw checks against Ashland School District fund for the sum of \$95,689.26 on account of obligations incurred for value received in services and materials as shown and dated on the following check listings:

ASHLAND BOARD

Sandra Coleman, Vice Chairman _____

Jesse Farris _____

Steve Felton _____

Jennifer Foote _____

Stephen Heath, Chairman _____

Fund	Amount
GENERAL FUND	\$ 43,763.61
FOOD SERVICE	\$
FEDERAL FUNDS	\$ 51,925.65
OTHER FUNDS	\$
	<u>\$ 95,689.26</u>

CHECK NUMBER	CHECK DATE	VENDOR NUMBER	VENDOR NAME	AMOUNT	DESCRIPTIONS
32101	08/01/2024	20007	AMERIGAS PROPANE LP	\$ 709.26	Propane delivery 6/18/24
32102	08/01/2024	20011	ASHLAND ELECTRIC DEPARTMENT	\$ 2,605.95	Electricity for June
32103	08/01/2024	20013	BELLETETES INC	\$ 252.87	Maintenance & painting supplies
32104	08/01/2024	20016	ASHLAND WATER & SEWER DEPARTMENT	\$ 239.95	Water & sewer charges for June
32105	08/01/2024	21213	BRINES TEAM SALES	\$ 25.00	Staff polo order
32106	08/01/2024	21235	CONSOLIDATED COMMUNICATIONS	\$ 167.20	5/12-6/11 Phone line service
32107	08/01/2024	20036	CONWAY GROUP	\$ 1,272.98	Library copier lease expense for 3 months
32108	08/01/2024	21151	DRUMMOND WOODSUM	\$ 336.44	Legal services rendered for general representation: audit letter drafted
32109	08/01/2024	20568	DUNSTAN PEDIATRIC SERVICES	\$ 5,641.88	Occupational therapy services for May & June
32110	08/01/2024	20944	DURHAM SCHOOL SERVICES	\$ 6,232.90	Transportation to field trips & home-school for month of June
32111	08/01/2024	20925	FIRSTLIGHT FIBER	\$ 706.56	High speed internet/phone lines
32112	08/01/2024	20171	HANNAFORD	\$ 415.14	Family & consumer science program supplies
32113	08/01/2024	20169	JP PEST SERVICES	\$ 90.00	Pest inspection at AES
32114	08/01/2024	20943	MAURA KING	\$ 192.96	Mileage reimbursement 6/4-6/10 & 5/20-5/31
32115	08/01/2024	20664	LACONIA DAILY SUN	\$ 46.75	AES Paraeducator advertisement
32116	08/01/2024	21055	SARAH LINDBERG	\$ 159.00	Professional development: K-12 Restorative discipline
32117	08/01/2024	20161	MINUTEMAN PRESS	\$ 104.39	Order of 500 #10 envelopes
32118	08/01/2024	21266	MOUNT PROSPECT ACADEMY, INC.	\$ 667.04	Private tuition court placement W.Fry 4/1-4/30
32119	08/01/2024	20099	MSB	\$ 1,529.25	NH Medicaid administration: month of June
32120	08/01/2024	20492	PEDIATRIC PHYSICAL THERAPY, INC.	\$ 10,115.90	P/T Services: March-June
32121	08/01/2024	21124	PRO TECHNOLOGIES LLC	\$ 47,401.46	Safe grant: object detection, 24hr recording, stream recording cameras
32122	08/01/2024	20950	PHILLIP SANGUEDOLCE	\$ 3,720.00	Psychological services 5/1/24-6/10/24
32123	08/01/2024	20136	SAU #2	\$ 601.13	Title I A & Title II A May 2024 indirect costs
32124	08/01/2024	20143	SOULE, LESLIE, KIDDER	\$ 655.50	Legal Services
32125	08/01/2024	20110	STATE OF NH-CRIMINAL RECORDS	\$ 96.50	Background check fees
32126	08/01/2024	21253	STRONG FOUNDATIONS CHARTER SCHOOL	\$ 2,125.00	Math, reading/writing specially designed instruction & group counseling
32127	08/01/2024	20018	VOYA BENEFITS COMPANY/BENEFIT STRATEGIES	\$ 28.50	Administrative fees
32128	08/01/2024	20019	VOYA BENEFITS COMPANY/BENEFIT STRATEGIES	\$ 271.59	Claims billing paid for the month of June
32129	08/01/2024	20743	WILLIAM J. WHITE EDUCATIONAL & BEHAVIORAL CNSLTG	\$ 8,611.50	Autism & behavioral consulting & student support
32130	08/01/2024	21206	XEROX FINANCIAL SERVICES	\$ 666.66	April & May printer lease expenses
			Total	\$ 95,689.26	

Attachment #3

Memorandum

To: Ashland School Board

From: Mary Moriarty, Superintendent

Date: August 1, 2024

Re: USDA Rural Development – Congressionally Directed Spending

After the June School Board meeting, I met with Mr. Bemis, President & CEO Air Cleaners Inc., to discuss the Congressionally Directed Spending of \$1,353,000 available to the Ashland School District. Recall, Mr. Bemis, on behalf of Ashland Elementary School, wrote a grant to receive funds to reduce energy loss by designing and building an envelope for the school buildings. Initially, the USDA indicated that there was to be a local 20% match for funds received. At the June meeting, it was discussed that based on the need for a 20% match and concerns regarding the cash flow needed for such a project, that most likely, if the project was to be moved forward, it would need to happen during the budget process and involve a decision by the voters.

In my follow up conversation with Mr. Bemis, he indicated that the local 20% match for funds was not necessarily the case. Therefore, Mr. Bemis, Mrs. Dolloff, SAU #2 Business Administrator, Mr. Ames, Co-Founder & COO Air Cleaners Inc., another local School District Superintendent, and I met with Rebecca Schrader, Community Programs Specialist for VT/NH Rural Development USDA. During this conversation, Ms. Schrader indicated that if the project was able to be completed given the funds provided by the USDA, then there was not a requirement for additional local dollars to be contributed to the project. The key, the project must be complete. Mr. Bemis and Mr. Ames have assured me that this will be case as they will ensure the design and build out of the envelope falls within the funds provided. In summary, in my conversations with Mr. Bemis and Mr. Ames, they indicate that there is “no financial downside” for Ashland. The “upsides” are updated building plans, a design to reduce energy loss, and some level of building envelope work done to reduce energy loss. A “downside” for consideration is the possible disruption to learning due to construction process.

As an advocate for Ashland, I have asked Mr. Bemis and Mr. Ames to consider signing an agreement that indicates something to the effect, if there are any additional costs needed to complete the project, as determined by the USDA, their company will be responsible for those costs. Mr. Bemis will be present at the School Board meeting on August 6 and this topic will be further explored at that time.

Additionally discussed with Ms. Schrader, USDA, was the issue of cash flow. The process to pay invoices associated with the project would be for the School District to: be billed, pay the bill out of School District funds, and submit to the USDA for reimbursement. This does not work for a school district our size; Ashland School District does not have enough capacity within the budget to absorb, even temporarily, such expenses. Ms. Schrader is exploring this hardship with others at the USDA.

If there are no “financial downsides” and this is a direction the School Board wants to pursue, then, a Public Hearing is needed prior to submitting the formal application to the USDA. Attached to this memo is the original filing to Senator Shaheen requesting FY2024 Congressionally Directed Spending.



Senator Jeanne Shaheen - FY2024 Congressionally Directed Spending

Requests (Ashland Elementary Net Zero Project)

Name & Contact Info	Mailing Address	Permanent Address
Paul Bemis 2288143 Mobile: 603-252-9322 Work: 603-369-6085 paul@aircleanersinc.com	59 Castle Lane Bristol NH 03222	59 Castle Lane Bristol NH 03222

* indicates a required field.

Section 1. Project Information

1. Project Title: *

Ashland Elementary Net Zero Project

2. Requesting Entity (City, County, Organization Name, Agency/Department/Office): *

Ashland Elementary School

3. Location of the Requesting Entity: *

Address:

16 Education Drive

4. Location of the Requesting Entity:

City:

Ashland

5. Location of the Requesting Entity:

Zipcode:

03217

6. Location of the Requesting Entity:

County:

Belknap County

7. New Hampshire Community or Communities Benefitted by the Request (City/Cities/County/Counties): *

Town of Ashland

8. Does the Requesting Entity Have a New Hampshire Point of Contact? *

Please include name, address, phone number and email address below.

NOTE: This individual must have official authority within your organization to sign grant agreements.

Yes

8.1 Name:

Mary Moriarty

8.2 Address:

103 Main Street Suite 2

8.3 City:

Meredith

8.4 Zipcode:

03253

8.5 County:

Belknap County

8.6 Business Phone:

603-279-7947

8.7 Cell Phone:

No answer.

8.8 Email:

mary.moriarty@interlakes.org

9. Is the Head of the Requesting Entity Different from the New Hampshire Point of Contact in Question 8? *

If 'Yes,' please provide information below.

No

9.1 Title (e.g. Mayor, Director, President, CEO):

No answer.

9.2 Name:

No answer.

9.3 Address:

No answer.

9.4 Zipcode:

No answer.

9.5 County:

No answer.

9.6 Business Phone:

No answer.

9.7 Cell Phone:

No answer.

9.8 Email:

No answer.

10. Project Website (If Applicable):

No answer.

11. Federal Employee Identification Number (EIN): *

02-6000040

12. SAM.gov Unique Entity ID

NOTE: This information is not required for Senator Shaheen's FY2024 Congressionally Directed Spending Request application; however, it would be a requirement if your proposal is selected for funding by the Senate Appropriations Committee. If your organization does not have a Unique Entity ID, please register for one at [SAM.gov](https://sam.gov) as soon as possible.

LQNRLZ2C5NW4

13. Please Provide a Succinct, 2-3 Sentence Summary of How You Will Use CDS Funds. *

CDS funding for this project will be used to retrofit two old existing public school buildings that utilize a tremendous amount of energy into "net zero" buildings. This project will provide a working example of how this kind of project can be done, enabling the ability to scale the concept to other public schools in New Hampshire using private/public funding sources. The plan assumes the elimination of external energy costs will provide an annuity for servicing a portion of the debt associated with the retrofit project.

14. Problem/Issue Statement: *

Use up to 250 words to provide a more thorough description of the problem or issue to be addressed through this request. Be as detailed as possible, and explain why the problem or issue cannot be addressed without a federal appropriation.

The town of Ashland is an economically challenged community of 1,959 (2021 census) residents located 38 miles north of the capital of Concord. Ashland Elementary School ranks as the 1st most needy school district of 175 in NH and is designated a Rural District 42 community. It has the tenth lowest per capita income in the state out of the 234 towns in New Hampshire. New Hampshire schools obtain almost all their funding from local property taxes because the state has no income tax or sales tax. NH is last in the nation in providing support to its schools. Small NH towns are challenged to meet the cost of public education, not having the fiscal capacity to increase taxes or float bonds to carry out energy improvements to their school facilities and therefore need federal support to design, build and finance these improvements. The primary issue with the Ashland Elementary School (AES) is the cost of energy related to heating and cooling the two buildings. This project would eliminate the dependency on fossil fuels by incorporating solar and heat pumps into the design. Battery storage would also be added to store excess solar energy to be used during evenings and/or cloudy days. Building envelope improvements are included in the plan to allow for a more uniform thermal environment regardless of outside temperature. Energy Recovery Ventilation (ERV's) will be deployed to provide clean fresh air to each classroom thus enhancing the learning environment.

15. Request Description, Purpose, and Activities to be Funded: *

Use up to 250 words to describe the services and products that will be provided and the reasons for your request. This question is aimed at understanding the reason for your request. Positive community impacts should be included in response to Question 17 below.

The plan for Ashland Elementary is a four step plan that includes the following important steps:

1. Improve the building envelope with sufficient insulation and air sealing to provide a very low air change rate (<1 ACH @ 50 PA)
2. Add Energy Recovery Ventilation to provide for 3-5 ACH of clean fresh air. This both improves the learning environment as well as reduces the probability of airborne pathogen transmission.
3. Replace the existing fossil fuel heating system with air source heat pumps
4. Add a solar and battery combination with intelligent controls to manage the electrical load in the building and store excess energy for use during non-solar generating periods.

This same four step process will be used on both buildings on the AES campus. For the main building, ERV's are already being added using funds from the American Rescue Plan. On the second building it may be possible to combine items 2 and 3 into one step, however structural enhancements will be required to handle the increased load of this additional equipment.

16. Project Goals and Results: *

Please describe measurable goals and expected results, and describe how the request will be evaluated and performance tracked.

The goal for the Ashland Net Zero Project is to implement a public elementary school that requires no outside energy to operate the heating, cooling, domestic hot water, and lighting. By achieving this goal, the school will become a model by which other like projects are implemented, Success will be measured by the energy consumption metrics once the project is complete.

Another major goal of the project is to improve the learning environment for students and teachers, as well as reducing the probability of airborne pathogen transmission. This is achieved by implementing fresh clean air into the classrooms in an energy efficient manner. Performance will be measured using airflow instrumentation to ensure each classroom conforms to the latest guidance for indoor air quality as set by the ASHRAE, EPA, and other standards bodies.

The result of this project will not only achieve an optimal learning environment for the students, but will also provide for a highly resilient shelter for the Ashland community in the case of a major climate or terrorist event. The school would be able to operate without power from the grid for a number of days and/or weeks. It supports the necessary emergency facilities including food preparation and showers for emergency responders and members of the local community. This is the only facility in the town of Ashland that could serve this purpose. It is expected that this project will extend the life of the buildings by 40-50 years.

17. Economic/Community Impact: *

Briefly describe the economic and/or community impact of this effort. For many requests, the economic impact can be expressed in terms of the total number of jobs created and/or maintained directly and indirectly, or investment stimulated. For these, please list the type of jobs and where those jobs are located. Other requests will yield community impacts other than job creation or maintenance. For these, please provide specific and detailed descriptions of community impact.

This impact to the Ashland community for this project cannot be overstated. The town of Ashland is one of the more economically challenged towns in New Hampshire and has no facility for emergency shelter. The median household income for the town is just \$32,333 and the poverty rate is 22.7%. Ashland Elementary has 45% of its 150 students eligible for Free and Reduced lunch, and has a \$9.408 spending gap per pupil.

The Ashland Elementary School is the center of the community. Nearly all public functions are performed at the school, including town meetings, select board meetings, clubs and group meetings, and voting. The gymnasium is equipped with bathrooms and a shower and could be an emergency shelter or disaster recovery shelter. The building has a full cafeteria and can be used as both a shelter and food preparation area for the town.

The primary issue with the Ashland Elementary School (AES) is the cost of energy related to heating and cooling the buildings. The main building containing classrooms and cafeteria was constructed in stages beginning in 1955, with the most recent addition in 1994. The construction is primarily masonry block-on-slab construction with very little insulation in any of these sections. The school gym is a older separate building and dates back to its original construction in 1945. It is constructed primarily of block and brick with no insulation. The ceiling is a cathedral design with wood on steel framing and no insulation. The (supposed) benefit of this design is that the snow is melted by the internal heat of the building to shed the load from the roof. Structural improvements will be required to add insulation and a solar array to the roof of this building. However, the importance of this building to the town cannot be overstated. It is utilized for nearly every town function, from voting to sports and theatre.

The issue for the Ashland community is one of cost. The current school budget represents nearly 50% of the annual town budget. Major improvements such as those outlined are typically "out of the question" for most town residents as the impact on local property taxes would be substantial. School budgets are reviewed and passed at the annual town meeting. As residents get older, they often become reluctant to support facility improvements to the local school. The result is a "catch-22" of ever-increasing energy costs with no way to reduce them. By succeeding in this project, we can illustrate the cost-benefit of lowering energy costs, reducing dependence on carbon-based fuels, and creating a highly resilient emergency recovery shelter, all while doing our part to reduce global warming. Furthermore, this project will be representative of many of the schools in New Hampshire and become a model for how to decarbonize our school buildings in a highly energy-efficient, resilient, and scalable manner. This project supports the community, strengthens the educational experience, extends the life of the building for another 40-50 years and cannot be accomplished without federal support.

18. Prior Federal Funding: *

Please list the last five federal funding awards that the requesting entity has received and when these funds were awarded. Please only list awards that have been made to the specific requesting entity as opposed to any parent organization (i.e. 'Program Office X' as opposed to 'Y Foundation').

IF AT ANY POINT THE REQUESTING ENTITY HAS FAILED TO ADEQUATELY MANAGE OR EXECUTE A PRIOR FEDERAL FUNDING AWARD, PLEASE INDICATE BELOW.

Ashland Elementary School has received federal funding to implement ventilation improvements utilizing CRRSA-ESSER grants in both 2020-21 and 2021-2022. These improvements are in the final stages of implementation at this time. The grant in the 2020-21 period was \$271,090.95, and the 2021-2022 period was \$609,427.82. There have been no other federal funds procured for Ashland Elementary in prior years.

19. Additional Sources of Funding: *

Please list all additional sources of funding for this request and the amounts, if applicable. This includes both private and public sources.

There are no additional sources of funding for this request at this time. However a working group has been established in conjunction with the Carsey Center for Impact Finance at the University of New Hampshire under the direction of Dr. Michael Swack. The goal of the group is to develop a revolving source of funding using public/private sources to implement de-carbonization projects on public schools in New Hampshire. By making the school buildings "net-zero", the ongoing cost associated with the use of fossil fuels can be eliminated, thus providing a source of funding for the energy conversion. This would enable the "scaling" of the effort at Ashland Elementary School to be implemented at other NH public schools in a systematic manner.

To successfully address the common challenge of improving the resilience and decarbonization of the New Hampshire public school system, a revolving line of capital will be required, as well as a group of mission-oriented stakeholders. The structure of this group should include individuals from finance, education, and building sciences. Their role would be to review each school, develop energy models that represent the future conditions of the building, and ensure that each completed project is fully commissioned to achieve the proposed energy and air quality goals. Structures like this exist in today's market in the form of Energy Services Corporations (ESCO's) and have been shown to work well, however, they have not focused on low-income communities due to the lack of perceived profit associated with these communities. The structure proposed would borrow the ESCO model in a non-profit, community focused structure that could be referred to as a Community Resourced Energy Services Corporation (CRESCO).

The CRESCO is non-profit, social enterprise that delivers decarbonization projects through performance based contracts to the communities where the schools reside. Members of the local community would become involved in the project as stakeholders, providing guidance and gaining important community buy-in. For example, members of the local school board could be on the design review committee and provide important information about building utilization conditions, and history. Projects implemented to date have found this to be an essential component in meeting the predicted energy consumption goals of the project. For example, in one project, the existing practice of leaving the doors open for 45 minutes in the morning for student entry had to be modified to achieve the predicted energy efficiency goals.

Each school project would be assigned a representative from engineering, finance, construction oversight, and a local school business representative. This team would work together to deliver the following goals:

- Assess the school building in terms of needs.
 - Develop an energy model of the "future state" of the building that includes proposed improvements.
 - Create a financial package for funding each project that assumes an annuity derived from energy savings predicted by the energy model.
 - Selection and procurement of equipment and subcontractors that meet the needs of the community.
 - Provide oversight for the project implementation. Local contractors would be employed, when possible, to provide added economic benefit to the local community. Performance based agreements would be used to ensure energy goals are met, along with rigorous project commissioning.
 - Provide, if requested, ongoing operations training and maintenance savings calculations.
 - Provide ongoing reports to the community detailing energy savings and reconciliation plan if savings targets are not met.
- Developing a structure for systematically transitioning our public school buildings to a renewable energy future is an important first step in achieving US climate goals. By keeping the initial focus on the local community public schools, a structure can be developed that achieves a number of key benefits:
- The ability to pay for the cost of the energy transition with future operational savings.
 - Engaging economically deprived communities and improving the learning environment for young people achieves both decarbonization goals as well as economic justice goals.
 - Successful projects will become a model for other communities. Competition among towns will foster a continuous source of new projects.
 - Single point of accountability, simplifying the energy transition process.
 - A holistic "systems approach" to building energy and air management will encourage suppliers to work with one another as opposed to their discrete participation today.
 - Financial funding models and project cost modes will evolve that enable more efficient analysis of cost and performance metrics, thereby lowering delivery time and cost.

These benefits are not constrained to the public school system. All buildings in towns, both large and small, will require an energy transition, as will our homes. But the best place to start is our small, community public schools. If we can prove that it can be done there, it will serve as a model for all buildings in the US. Meeting our climate goals will not happen without a focus on the built environment. Let's focus first on our small, economically challenged communities and provide them with the benefits they need and deserve

20. Once completed, will the project or program require continued funding to maintain operational status? *

No

20.1 If 'yes,' please briefly summarize your plan for locating and securing funds in subsequent years.

No answer.

21. Did your organization receive any funds from the American Rescue Plan Act of 2021 or the Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020? *

Yes

21.1 If 'yes,' please specify how much you received and the government program(s) through which you received the funds.

Ashland Elementary School has received federal funding to implement ventilation improvements utilizing CRRSA-ESSER grants in both 2020-21 and 2021-2022. These improvements are in the final stages of implementation at this time. The grant in the 2020-21 period was \$271,090.95, and the 2021-2022 period was \$609,427.82. There have been no other federal funds procured for Ashland Elementary in prior years.

22. Did your organization receive any funds from the Congressionally Directed Spending/Community Project Funding process for FY2022 or FY2023? *

No

22.1 If 'yes,' please specify how much you received and the government program(s) through which you received the funds.

No answer.

23. Will you be submitting multiple requests for congressionally directed spending? *

No

23.1 If 'yes,' please indicate priority of this project below. (Example: 'Top project' or '2 of 3 projects')

No answer.

24. Project Estimated Start Date: *

06/01/2023

25. Have you submitted this request to other members of the New Hampshire delegation? *

No

25.1 Members:

If 'Yes,' please select the member(s) below.

No answer.

Section 2. Appropriations Subcommittee Information

1. Appropriations Subcommittee of Jurisdiction: *

Energy and Water

Is your funding request within the following subcommittee?

Please select 'Yes' for only one option for this specific request. If your organization is submitting another CDS request, please indicate the eligible account in that application.

2. Agriculture:

No answer.

2.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

3. Commerce, Justice, and Science:

No answer.

3.1 Please Review The Following Text Before Making An Account Selection:

Please review the guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

4. Energy & Water:

Yes

4.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

Energy Efficiency and Renewable Energy (EERE)

5. Financial Services and General Government:

No

5.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

6. Homeland Security:

No

6.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

7. Interior:

No

7.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

8. Labor, Health, and Human Services:

No

8.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

9. Military Construction and Veterans Affairs:

No

9.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

10. Transportation, Housing, and Urban Development:

No

10.1 Please Review The Following Text Before Making An Account Selection:

Please review guidance [here](#) to confirm eligibility and match requirements.

If you need additional information or guidance, you may contact Senator Shaheen's office by email at Appropriations_Shaheen@shaheen.senate.gov or by phone at 202-224-2841 or 603-647-7500.

Please indicate the eligible account:

No answer.

Section 3. Funding Information

PROJECT COSTS:

1. Amount Requested: *

Please indicate dollar amount.

1352556

2. Minimum Funds Needed to Initiate Project: *

Please indicate dollar amount.

1300000

3. Total Project Cost: *

Please indicate dollar amount.

3406535

4. Is the 'Amount Requested' different from the 'Total Project Cost?' *

Yes

4.1 If 'yes,' please explain why below.

The costs provided are associated with the building envelope portion of the project. This fits into the "one year implementation" advisement associated with this application. Unlike some of the other steps, the building envelope work is done from the outside of the building and can be done while the building is in use. The total project costs include the addition of heat pumps, solar array, battery storage, and intelligent controls. However, addressing the building envelope will have the largest and most immediate benefit to the students and teachers by improving human comfort while reducing energy consumption of existing heating and cooling equipment. Once the building envelope is completed, shifting away from fossil fuels to air source heat pumps will be more efficient and effective. The addition of solar arrays and battery storage can come along in future years.

Cost Breakdown:

Please indicate the Amount and Status of Phase (i.e. Not Yet Begun, In Process, Completed, or N/A) for the project phases/areas below:

5. Acquisition:

Total acquisition costs for building envelope phase is \$1,509,549. Assuming a 20% cost share, this would be \$1,352,556

6. Soft Costs, Design, Permitting/Planning:

Engineering, Architecture, and Project Management will be 12% or \$181,145. Assuming a 20% cost share, this would be \$144,917

7. Construction/Renovation:

Already assumed in "Acquisition costs"

8. Site Work:

No special site work required.

9. Equipment:

No special equipment required

10. Other:

(Please elaborate)

It is possible that structural work will be required to add solar panels to the tops of the two buildings. The estimated cost if required would be an additional \$100k for the design and implementation.

PROJECT FUNDING:

Please indicate the Amount and Status of Funding (i.e. Application Submitted, Funding Awarded, or Funding Received) for the funding sources below:

11. Federal Funding (e.g. EPA Brownfields Funding, HOME funding, federal tax credits, etc.):

None

12. Local or State Government Funding (e.g. bond votes, tax credits, funding from NH State Agency, etc.):

None

13. Private or Nonprofit Funding (e.g. NH Charitable Foundation, United Way, individual donations, etc.):

Working on this now, but no funding at the moment.

14. Project Income (If the project requires income for sustainability, the project could be sustained through fees, ratepayers, etc.):

None

15. Other Sources:

Please elaborate below.

None

NHSBA Announcement: 2024 Call for Resolutions

Tue, May 28, 2024 at 2:10
PM



NHSBA Announcement: 2024 Call for Resolutions

Dear NHSBA Members -

We are pleased to announce that the next NHSBA Delegate Assembly is scheduled for Saturday October 19, 2024, 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 August 2, 2024**. 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



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Attachment #5

Memorandum

To: Ashland School Board

From: Mary Moriarty, Superintendent of the Ashland School District

Date: August 7, 2024

Re: Theoretical Forecasting of Lakes Region Community Developers' Work Force Housing Proposal's Impact on Ashland Elementary School

Carmen Lorentz, Executive Director of Lakes Region Community Developers, and I have spoken regarding the Ashland Planning Board's request to have an analysis of the possible impact the Lakes Region Community Developers 76 unit work force housing proposal, The Village at Mill Pond, may have on Ashland Elementary School. I agreed to attempt an analysis for the Ashland School Board's review and with approval from the School Board to send a copy to the Ashland Planning Board. **Please note that this is a theoretical exercise as there are many unknowns, which makes it difficult to forecast.**

Information shared from Lakes Region Community Developers:

- Ashland census data shows 0.47 children ages 0-18 per household.
- Their non-senior rental portfolio of approx. 340 apartments in Ashland, Laconia, Meredith, Tilton, and Wolfeboro shows 0.75 children ages 0-18 per household. About 40% of these apartments are subsidized though, which will not be the case with Mill Pond.
- Their non-senior portfolio that is not subsidized shows 0.5 children ages 0-18 per household.
- Estimate that Mill Pond will be somewhere in the range of 0.47 to 0.75 children ages 0-18 per household.

Methodology

For the purposes of this exercise:

- Current conditions, staffing, students, budget were used for the analysis.
- Fractions of a student or staff member have been rounded up.
- The upper limit of potential students is used.
- The full impact of 76 homes was used for the initial analysis; following this analysis is a theoretical estimate if half, 38 homes, was phased in first.
- Attempted to maintain the current goals and experiences at Ashland Elementary School.

Estimated Number of Children/Age Distribution of Children

Based on the information outlined above the following information was assumed for the theoretical analysis.

- Estimated Lower Limit: 0.47 children/unit x 76 units = 35.72 children rounded to 36 children
- Estimated Upper Limit: 0.75 children/unit x 76 units = 57 children
- Range: 36 children to 57 children
- Theoretical Guess: Assume an even distribution of children by age group from 0 years to 18 years.

Distribution of Children by Age and Grade Level																					
		Non-School Age			ASD*		Ashland Elementary School Grade Levels K - 8										Plymouth Regional High School				
		0	1	2	3	4	K	1	2	3	4	5	6	7	8	Total K - 8	High School Grades 9 - 12				
Age (Years)		0	1	2	3	4	5	6	7	8	9	10	11	12	13	Total K - 8	14	15	16	17	18
Children	Lower Limit 0.47	2	2	2	2	2	2	2	2	2	2	2	2	2	2	18	2	2	2	2	2
	Upper Limit 0.75	3	3	3	3	3	3	3	3	3	3	3	3	3	3	27	3	3	3	3	3

*ASD = Ashland School District

Ashland Elementary School Grades K – 8 Regular Education:

- Current Enrollment: 156 students
- Potential Number of Students: Between 18 students to 27 students
- Theoretical Enrollment K - 8: Between 174 students to 183 students

Estimated Costs:

- Average Teacher Salary PLUS Benefits = \$107,000
- Average Paraeducator Salary PLUS Benefits = \$36,500

Regular Education
Class Size Analysis Based on 2024 – 2025 Enrollment
Elementary Level (K – 5)

Grade Level	Current Enrollment	Ideal Class Size	Available Seats Using Ideal Class Size*	State Minimum Standards Strive for Class Size Number	Available Seats Using State Minimum Standards Strive for Class Size Number	Recommendation
Kindergarten	10	15	5	20	10	<p style="text-align: center;">Theoretical Recommendation: Add 1.0 FTE Teacher to address higher enrollment.</p> <p style="text-align: center;">Potential Cost Impact: \$107,000</p>
Grade 1	6	15	9	20	14	
Grade 2	12	15	3	20	8	
Grade 3	20	15	Full	25	5	
Grade 4	17	18	1	25	8	
Grade 5 (Class 1)	12	18	6	25	13	
Grade 5 (Class 2)	12	18	5	25	13	
Total	89	114	29	160	71	

*Green shading able to absorb upper limit of 3 students; Yellow shading unable to absorb upper limit of 3 students

<p style="text-align: center;">Regular Education Class Size Analysis Based on 2024 – 2025 Enrollment Middle School Level (6 – 8)</p>						
Grade Level	Current Enrollment	Ideal Class Size	Available Seats Using Ideal Class Size*	State Minimum Standards Strive for Class Size Number	Available Seats Using State Minimum Standards Strive for Class Size Number	Recommendation
Grade 6	26	18	Full	30	4	<p style="text-align: center;">Theoretical Recommendation:</p> <p>Add minimally 2.0 FTE Teachers to address higher enrollment; 2.0 FTE Teachers allows for 1.0 FTE Humanities Teacher (English Language Arts/Social Studies) and 1.0 FTE Mathematics/ Science Teacher</p> <p style="text-align: center;">Potential Cost Impact: \$214,000</p> <hr/>
Grade 7	17	18	1	30	13	
Grade 8	24	18	Full	30	6	
Total	67	54	1	90	23	

*Green shading able to absorb upper limit of 3 students; Yellow shading unable to absorb upper limit of 3 students

Ashland Special Education PK - 8:

- October 1, 2023 percent of students with Individualized Education Plans was 21.94%
- Preschool Potential Increase for Number of Students: 1 preschool student to 2 preschool students
- Grades K – 8 Potential Increase for Number of Students with Special Education Needs: 4 students to 6 students
- Total Potential Increase for Number of Students with Special Education Needs PK – 8: 5 students to 8 students

Special Education Analysis		
Special Education Teacher/Case Manager Staffing Levels	Special Education Students	
Budgeted 2024/2025 2.0 FTE Special Education Teacher/Case Manager	Current Numbers: 36 Students 18 Students:1 Special Education Teacher/ Case Manager	
Proposing 2025/2026 School District Budget 3:0 FTE Special Education Teacher/Case Manager	Current Numbers: 36 Students 12 Students:1 Special Education Teacher/ Case Manager (this is the ideal AES would like to achieve and maintain)	
3.0 FTE Special Education Teacher/Case Manager	Theoretical Numbers: 44 Students (Current 36 + Upper Limit of 8) 15 Students:1 Special Education Teacher/ Case Manager	
Theoretical Recommendation Increase by 1.0 FTE Special Education Teacher/Case Manager	Theoretical Numbers: 44 Students (Current 36 + Upper Limit of 8) 11 Students:1 Special Education Teacher/ Case Manager	Potential Cost Impact: \$107,000
Special Education Assistants	Detail	
Budgeted 2024/2025 3.0 FTE Special Education Assistants	Driven by Individualized Education Plans	
Theoretical Recommendation Increase by 3.0 FTE Special Education Assistants	Unknown need as staffing is driven by specific student needs.	Potential Cost Impact: \$109,500

Special Education Analysis

Notes: It is impossible to predict the financial impact in the area of special education as costs are driven by each unique individual child who receives special education services. An out-of-district special education placement has the potential to cost over \$200,000 as does an in-district specialized learning plan for an individual child. Such scenarios have not been factored into this theoretical exercise.

Contracted Services	Detail	
Budgeted 2024/2025 Special Education Professional Services \$83,248	<ul style="list-style-type: none"> At the time of the budget there were 34 students receiving special education services. 	
Theoretical Recommendation Increase Funding for Special Education Professional Services by 23.5%	<ul style="list-style-type: none"> As an exercise, the upper limit of 8 students out 34 students receiving special education services is 23.5% Unknown need as services are driven by specific student needs. 	Potential Cost Impact: \$19,563
Budgeted 2024/2025 Speech Professional Services \$58,000	<ul style="list-style-type: none"> At the time of the budget there were 34 students receiving special education services. 	
Theoretical Recommendation Increase Funding for Speech Professional Services by 23.5%	<ul style="list-style-type: none"> As an exercise, the upper limit of 8 students out 34 students receiving special education services is 23.5% Unknown need as services are driven by specific student needs. 	Potential Cost Impact: \$13,630
Budgeted 2024/2025 Physical & Occupational Therapy \$64,560	<ul style="list-style-type: none"> At the time of the budget there were 34 students receiving special education services. 	
Theoretical Recommendation Increase Funding for Physical & Occupational Therapy Professional Services by 23.5%	<ul style="list-style-type: none"> As an exercise, the upper limit of 8 students out 34 students receiving special education services is 23.5% Unknown need as services are driven by specific student needs. 	Potential Cost Impact: \$15,171

Other Staffing Considerations			
Current Staffing Level	Theoretical Recommendation	Rationale	Estimate
1.0 FTE Guidance Counselor	Increase by 1.0 FTE Guidance Counselor	<ul style="list-style-type: none"> This is an area that is already taxed an increase of 27 students and 3 classrooms warrants consideration of increasing this area. <ul style="list-style-type: none"> ➤ Guidance lessons are provided in classrooms, hence, more classrooms means more lessons to deliver. The Minimum Standards allow for 1.0 FTE Guidance Counselor to 500 students, which is not realistic with the expectations for the position, which includes all Guidance Counselor responsibilities, additional 504 responsibilities, homeless liaison. 	Potential Cost Impact: \$107,000
1.0 FTE Custodian	Increase by 1.0 FTE Custodian	<ul style="list-style-type: none"> More people in the building will require more cleaning. 	Potential Cost Impact: \$50,152
1.0 FTE Behavior Support	Increase by 1.0 FTE Behavior Support	<ul style="list-style-type: none"> This is an area that is already taxed an increase of 27 students warrants consideration of increasing this area. 	Potential Cost Impact: \$36,500

Transportation Analysis		
Note: Not included special education transportation as this is difficult to predict.		
Budgeted 2024/2025 1 Regular School Bus	<ul style="list-style-type: none"> • 55 student riders plus up to 20 students ride for the after school program provided through the Recreation Department. • 75 students represents 48% of current enrollment of 156 students 	
Theoretical Increase in Number of Riders 13 Riders	<ul style="list-style-type: none"> • 48% of 27 students 	
Theoretical Recommendation Add 1 Additional Bus	75 riders + 13 riders = 88 riders (there are 84 passenger buses)	Potential Cost Impact: \$60,757

Technology		
Description	Estimate	Estimate
New Technology Students (\$90/student for 27 students)	\$2,430	Potential Cost Impact: \$10,230
New Technology Classroom (\$2,000/classroom for 3 classrooms)	\$6,000	
New Technology for 9 Staff (Laptops)	\$1,800	

Other Areas for Consideration			
Area	2024/2025 Budgeted	Theoretical Recommendation 17.4% Increase (Based on 27 students/155 students at time of budget)	Estimate
Regular Education Field Experiences/Collaboration Science Center	\$17,200	\$2,993	
Regular Education Supplies	\$24,700	\$4,298	
Regular Education Books	\$5,250	\$914	
Special Education Supplies	\$1,500	\$261	
Extended School Year Supplies	\$300	\$52	
Co-Curricular Supplies	\$4,400	\$766	
Guidance Supplies	\$2,200	\$383	
Books	\$200	\$35	
Health Services Supplies	\$1,100	\$191	
Psychology Supplies	\$500	\$87	
Speech Services Supplies	\$550	\$96	
Speech Services Books	\$100	\$17	
Food Service	\$30,000	\$5,220	
Total	\$88,000	\$15,312	Potential Cost Impact: \$15,312

Theoretical Estimate of “State Cash” to Mitigate Cost Impact*		
Theoretical Estimate	Estimated Number of Students	Theoretical Estimate of “State Cash” to Mitigate Cost Impact
\$5,450/student	27	\$147,150

*The \$5,450 was obtained through conversation with the New Hampshire Department of Education. As shared throughout this document, this number is also difficult to forecast as there are a number of variables that influence this number. This is theoretical estimate for this exercise. Additionally, depending on the needs of the 27 students other funding sources such as Title I A may increase, however, that is difficult to predict.

Summary of Theoretical Potential Cost Impacts & “State Cash” to Mitigate Impact			
76 Homes Upper Limit: 27 Students K - 8		38 Homes Upper Limit: 14 Students K - 8	
Description	Estimated Cost		
3.0 FTE Classroom Teachers	\$321,000	1.5 FTE Classroom Teachers	\$160,500
1.0 FTE Special Education Teacher	\$107,000	0.5 FTE Special Education Teacher	\$53,500
3.0 FTE Special Education Assistants	\$109,500	1.5 FTE Special Education Assistants	\$54,750
Special Education Professional Services	\$19,563	Special Education Professional Services	\$9,782
Speech Professional Services	\$13,630	Speech Professional Services	\$6,815
Physical & Occupational Professional Services	\$15,171	Physical & Occupational Professional Services	\$7,586
1.0 FTE Guidance Counselor	\$107,000	0.5 FTE Guidance Counselor	\$53,500
1.0 FTE Custodian	\$50,152	0.5 FTE Custodian	\$25,076
1.0 FTE Behavior Support	\$36,500	1.0 FTE Behavior Support	\$0
1 Additional Regular Transportation School Bus	\$60,757	1 Additional Regular Transportation School Bus ???	\$0
Technology	\$10,230	Technology	\$6,660
Other Areas	\$15,312	Other Areas	\$7,658
Theoretical Estimate Potential Cost Impact	\$865,815	Theoretical Estimate Potential Cost Impact	\$385,824
Theoretical Estimate “State Cash” to Mitigate Impact	\$147,150	Theoretical Estimate “State Cash” to Mitigate Impact	\$76,300
Theoretical Cost Impact	\$718,665	Theoretical Cost Impact	\$309,524

Disclaimer – This is a theoretical exercise as the needs of students and distribution of children is a significant variable. Additionally, no costs have been estimated for possible changes to the facility to accommodate additional classrooms, students, and staff; most likely some level of upgrade will be needed.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

**STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3495**

July 10th, 2024

To: Guy Donnelly, Ashland Elementary School
From: Bureau of Assessment and Accountability
RE: 2024 State Assessment Monitoring

I hope this letter finds you well. Thank you for your submission of the 2024 State Assessment Monitoring form. We have carefully reviewed your form and provided feedback below on each of its sections as well as your overall compliance status.

Section	Status	Comments
Parent/Guardian Notification	Compliant	No action needed.
Staff Training	Compliant	No action needed.
Assessment Observation	Compliant	No action needed.
Assessment Security	Compliant	No action needed.
Accessibility	Compliant	No action needed.

Based on the evidence you submitted, your overall compliance status is determined to be **Fully Compliant**.

Thank you for your dedication and commitment to upholding the standards of our educational assessments and we appreciate your efforts in ensuring that the assessment processes are followed correctly and with integrity. To support your school's future assessment monitoring, guidance available on our [website](#). If you need any assistance or further clarification on any of the points mentioned, please do not hesitate to reach out.

Sincerely,

Kristen Crawford

Kristen Crawford, Assessment Administrator
New Hampshire Department of Education
Bureau of Assessment and Accountability
25 Hall Street | Concord, NH 03301
Phone: 603-931-2084
Email: Kristen.S.Crawford@doe.nh.gov

David Harrison

David Harrison, Test & Security Monitor
New Hampshire Department of Education
Bureau of Assessment and Accountability
25 Hall Street | Concord, NH 03301
Phone: 603-805-9733
Email: David.E.Harrison@doe.nh.gov

FOUNDATIONS AND BASIC COMMITMENTS

ACE
6170**Procedural Safeguards: Non-Discrimination on the Basis of Handicap/ Disability**

The Board will comply with all state and federal laws and regulations regarding the education of students with a handicap or disability who reside within the Ashland School District. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook- (relative to the Individuals with Disabilities Education Act), or to the Model Process for 504 Plan Development (Section 504 of the Rehabilitation Act of 1973).

More specific information regarding the Districts programs and procedures relative to programs for students with disabilities is found in Board policy IHBA and procedural document IHBA-R.

Legal References:**NH Dept of Ed Regulation**

NH Department of Ed. Admin. Rules, Ed 1120

Description

Procedural Safeguards

Federal Regulations

34 C.F.R. Part 104

Description

Nondiscrimination on the Basis of Handicap

Federal Statutes

29 U.S.C. §794

Description

Rehabilitation Act of 1973

42 U.S.C. 12101, et seq.

Title II of The Americans with Disabilities Act of 1990

Section 504, 29 U.S.C. 701, et. seq.

Section 504 of The Rehabilitation Act of 1973

Legal References:

*NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards
34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap
Section 504 of The Rehabilitation Act of 1973*

Proposed: 10/02/01
Approved: 01/03/02
Reviewed: 03/02/04
Reviewed: 04/03/12
Reviewed: 11/05/13
Reviewed: 11/07/17
Amended: 12/07/21

Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints**USDA Non-Discrimination Statement (copied to Policy AC).**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. (*See note at end of this Section A.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Form AD-3027](#) (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. **Fax:**
(833) 256-1665 or (202) 690-7442; or
3. **Email:**
Program.Intake@usda.gov

NOTE: the above listed classes are those for which protections are extended under USDA regulations. Although the USDA only receives complaints relative to claims of discrimination based upon those classes, additional state and federal laws, as well as Board policy AC [] extend protections against discrimination to additional classes of persons. See policy AC [**] for further information regarding those additional classes and related grievance procedures.*

B. Additional Discrimination Complaint Information.

1. Any person or representative alleging discrimination based on a prohibited basis relative to any of the District's food service programs has the right to file a complaint within 180 days of the alleged discriminatory action.
2. District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the District's [Human Rights Officer immediately, who shall note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in writing. As required by the USDA, the Human Rights Officer forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA.

C. Notice of Non-Discrimination Statement and Program Rights.

The Superintendent shall ensure that all materials and resources that are used to inform the public about any USDA supported Food and Nutrition Service (FNS) program include the complete, most current USDA non-discrimination statement in its exact wording. The statement may be accessed at: [USDA Non-discrimination Statement \(Other Programs\)](#) (link tested 2024/5/9).

At a minimum, the full USDA non-discrimination statement must be included on the following materials related to USDA programs:

- > FNS Application Form(s)
- > Notification of Eligibility or Ineligibility
- > Expiration of Certification Notification
- > Discontinuance Notification
- > Program (Home) Web Page
- > Other Public Information

If the size of the material is too small to include the full USDA Non-Discrimination statement (e.g., newspaper printing of menus), the material must at a minimum include the following statement in print the same size font as the main text: *"This institution is an equal opportunity provider."*

D. Display of "And Justice for All" Poster.

The USDA requires that its "And Justice for All" non-discrimination poster is prominently displayed in each location where FNS meals are most frequently provided (e.g., school cafeteria). Each poster must be no smaller than 11" x 17" and placed in a location that enables program participants to read the text regarding civil rights complaints without obstruction.

FOUNDATIONS AND BASIC COMMITMENTS

ACF
(New)

Category: Priority/Required by Law

Legal References:

Written: 5/30/2024

Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
 - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
 - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
 - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency

from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

OPTIONAL - MAY ONLY BE ADOPTED UPON REQUEST BY A SYRINGE SERVICE PROGRAM ADMINISTRATOR - see (3) of NHSBA revision note for September 2018 above. Notwithstanding above paragraph, the board grants an exception to allow for a Syringe Service Program within the boundaries of the Drug-Free Zone of the _____ [name of particular School], and as requested by _____ [name of organization], a syringe service program administrator/operator as that terms is used in RSA 318-B:43 and 45

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

Legal References:

- ~~• 41 U.S.C. §101, et. Seq. Drug free workplace requirements for Federal contractors, and Federal grant recipients~~
- ~~• RSA Chapter 193-B Drug Free School Zones~~
- ~~• N.H. Admin. Code, Ed. Part 316~~

NH Statutes

RSA Chapter 193-B

NH Dept of Ed Regulation

N.H. Admin. Code, Ed. Part 316

Federal Statutes

41 U.S.C. §101, et. seq.

Description

Drug Free School Zones

Description

Procedure to mark drug-free school zones

Description

Drug-free workplace requirements for Federal contractors, and Federal grant recipients

Written: 08/96
Amended: 10/01/96
Reviewed: 12/04/01; 10/07/03; 06/01/04
Amended: 01/04/11; 11/01/16; 10/05/21, 11/01/22

Programs for Pupils with Disabilities**A. PROGRAMS AND SERVICES**

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans With Disabilities Act (Title II), and New Hampshire Law. These laws include procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Disabilities are defined differently under the IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school.

Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA. In other words, students may be disabled within the meaning of Section 504 and Title II even though they do not require services and specially designed instruction pursuant to the IDEA.

An IDEA-eligible student is entitled to receive special education and related services when the student reaches three years of age and continues until the student's 22nd birthday or until such time as he/she receives a regular high school diploma, whichever occurs first, or until the student's Individualized Education Program (IEP) Team determines that the student no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

B. NOTICE OF PROCEDURAL SAFEGUARDS

1. **IDEA SAFEGUARDS.** For IDEA-eligible students, the District utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Student Services Office.

The District will provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

- a. Upon initial referral or parent request for evaluation;
- b. Upon receipt of the first request for a due process hearing filed in a school year;
- c. Upon receipt of the first State complaint in a school year;

- d. Upon request by a parent; and
- e. In accordance with the discipline procedures in §300.530(h).
- f.

Further information regarding special education procedures and services is available through the District Student Services Office, and in the District’s Special Education Policy and Procedures Manual, a copy of which is available through that office.

2. **SECTION 504 SAFEGUARDS.** For procedural safeguards relative to Section 504, the District utilizes the “Notice of Parent and Student Rights Under Section 504”, and administrative document coded as IHBA-R.

The Superintendent or Superintendent’s designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

Legal References:

NH Statutes

RSA 186-C

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. Ed. 1100

Federal Regulations

34 C.F.R. § 300 et seq.

Federal Statutes

20 U.S.C. §§1400 et seq.

29 U.S.C. §794

42 U.S.C. 12101, et seq.

Description

[Special Education](#)

Description

[Standards for the Education of Students With Disabilities](#)

Description

[Assistance to the States for the Education of Children with Disabilities](#)

Description

[Individuals with Disabilities Education Law](#)

[Rehabilitation Act of 1973](#)

[Title II of The Americans with Disabilities Act of 1990](#)

- d. Upon request by a parent; and
- e. In accordance with the discipline procedures in §300.530(h).
- f.

Further information regarding special education procedures and services is available through the District Student Services Office, and in the District’s Special Education Policy and Procedures Manual, a copy of which is available through that office.

2. **SECTION 504 SAFEGUARDS.** For procedural safeguards relative to Section 504, the District utilizes the “Notice of Parent and Student Rights Under Section 504”, and administrative document coded as IHBA-R.

The Superintendent or Superintendent’s designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

Legal References:

NH Statutes

RSA 186-C

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. Ed. 1100

Federal Regulations

34 C.F.R. § 300 et seq.

Federal Statutes

20 U.S.C. §§1400 et seq.

29 U.S.C. §794

42 U.S.C. 12101, et seq.

Description

[Special Education](#)

Description

[Standards for the Education of Students With Disabilities](#)

Description

[Assistance to the States for the Education of Children with Disabilities](#)

Description

[Individuals with Disabilities Education Law](#)

[Rehabilitation Act of 1973](#)

[Title II of The Americans with Disabilities Act of 1990](#)

Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student RightsNotice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook available through the school district’s Special Education/Student Services _____ Office/Department and sets out the rights assured by IDEA.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)
3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)
4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)

INSTRUCTION

IHBA-R(1)

(NEW)

Category – Priority/Required by Law

5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the district’s actions regarding your child’s identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the district’s Section 504 Committee in regard to your child’s identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district’s Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee’s action(s).

[name]
[contact information]

*NOTE: This information should match the information provided in the annually updated AC-E {**}, and should be included in student/parent handbooks.*

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

INSTRUCTION

IHBA-R(1)

(NEW)

Category – Priority/Required by Law

13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child’s identification, evaluation, and placement, you have a right to file a complaint with the district’s Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:

Office for Civil Rights
U.S. Department of Education,
5 Post Office Square
Boston, Massachusetts 02109-3921
Tel: (617) 289-0111
TTY: (877) 521-2172
FAX: (617) 289-0150
OCR.Boston@ed.gov
Web Contact: www.ed.gov

Legal References:

NH Statutes

RSA 186-C

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. Ed.
1100

Federal Regulations

34 C.F.R. § 300 et seq.

Federal Statutes

20 U.S.C. §§1400 et seq.

29 U.S.C. §794

42 U.S.C. 12101, et seq.

Description

[Special Education](#)

Description

[Standards for the Education of Students With Disabilities](#)

Description

[Assistance to the States for the Education of Children with Disabilities](#)

Description

[Individuals with Disabilities Education Law](#)

[Rehabilitation Act of 1973](#)

[Title II of The Americans with Disabilities Act of 1990](#)

INSTRUCTION

IHBA-R(1)

(NEW)

Category – Priority/Required by Law

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STUDENTS

J1
(NEW)

Category: Priority/Required by Law

Student Rights and Responsibilities

Student rights and responsibilities shall be published annually in the applicable student handbook, and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to Board Policies JIC (#5131) and JICD (#5149).

Legal References:

NH Statutes

RSA 189:15

NH Dept of Ed Regulation

*NH Code of Admin. Rules, Sect. Ed
317.04(b)*

NH Code of Admin., Sect. Ed 306.04(a)(3)

NH Code of Admin., Sect. Ed 306.04(f)

Description

Regulations

Description

Disciplinary Procedures

Student Discipline

Student Discipline

Written: 05/11/23

Reviewed: 05/23/23

Adopted: 06/13/23

PRC: 05/30/24

Student Drug and Alcohol Policy

The School Board is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of drug or tobacco-related paraphernalia is also prohibited.

~~the use or consumption of, possession of or distribution of alcoholic beverages or drugs and/or drug-related paraphernalia on school property, including school sponsored transportation, or at any school sponsored activity, on or off school property is prohibited. Students are also prohibited from attending school, school sponsored activities, on or off school property under the influence of any alcoholic beverage or any drug.~~

~~It is the intent of the School Board to control the use of alcoholic beverages or drugs by students during school and at any school sponsored activity regardless of whether the use or consumption of the alcoholic beverages or drug occurred on or off school property. This policy also applies to any student who is knowingly in the presence of such substances.~~

~~This policy does not apply to students who are administered medication at school in accordance with Ed 311.02 and district policy. The keeping and administering of medications shall be in accordance with Ed 311.02 and the School Board's policy (#5141, Medication During the School Day) adopted to implement Ed 311.02.~~

Definitions:

~~“Alcoholic Beverage” means any and all alcoholic beverages and liquors as defined under RSA 175:1.~~

~~“Distribution” shall mean the sale, transfer, trade, or exchange in any manner of any drug or alcoholic beverage by a student to any person whether or not a student.~~

~~“Drug” means any and all drugs, controlled substances, over the counter medication, improper use of prescription medication, or any substance regulated under RSA 318-B.~~

~~“Drug-related paraphernalia” any means “any equipment, product or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.”(US Department of Justice)~~

~~“Possession” shall include, but not be limited to:~~

- ~~1.—having control over the alcoholic beverage or drug during any part of a school day or while on school property or at school sponsored activities;~~
- ~~2.—transporting the alcoholic beverage or drug to school, school property or school sponsored activities;~~

- ~~3.—storing the alcoholic beverage or drug anywhere on the school property, whether in the student’s locker or any other student’s locker, or any other place on the school property;
or~~
- ~~4.—doing any other act which causes or contributes to causing the alcoholic beverage or drug to be on school property or at a school sponsored activity, or which causes or contributes to cause the alcoholic beverage or drug to be used on school property or at a school sponsored activity including, but not limited to, knowingly being in the immediate vicinity of the alcoholic beverage or drug.~~

~~“School Property” means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds, bus stops and buses, whether public or private. “School Sponsored Activity” shall include, but not be limited to field trips, dances, athletic events, and extracurricular activities.~~

~~“School Sponsored Transportation” means any vehicle provided by the School District to transport a student(s).~~

~~“Under the influence” means manifesting signs of chemical misuse such as staggering, reddened eyes, odor of chemicals, nervousness, restlessness, falling asleep/dozing in class, memory loss, abusive language or any other behavior not normal for the particular student. The school officials’ determination of whether a student is under the influence may be distinct and separate from that of a court.~~

~~“Use” shall mean the ingestion, injection or inhalation of any drug or alcoholic beverage and shall also mean a condition or state of being of a student indicating to school authorities that such student is under the influence of a drug or alcoholic beverage.~~

Penalties:

~~The use or consumption of, or possession of, or distribution of, alcoholic beverages or drugs or any drug related paraphernalia on school property or at any school sponsored activity, on or off of school property will result in the student being immediately removed from school. The student shall face disciplinary action under the “Prohibited Conduct” Policy #5149 which may include but is not limited to suspensions and expulsion from school and/or school sponsored activities.~~

~~The local law enforcement agency will be contacted regarding the use, possession or distribution of illegal substances at school.~~

~~Parents/Guardians will be immediately notified of any incident involving the use or possession of substances and/or drug related paraphernalia associated with this policy.~~

For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.

Students may only be in possession of medication as detailed in Board Policy JLCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JIH.

Any student who is found by the administration to be in violation of this policy shall be referred

for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)

Legal References:

NH Statutes

RSA 318-C

RSA 571-C:2

Federal Statutes

21 U.S.C. § 812(c)

[Controlled Drug Act](#)

[Intoxicating Beverages at Interscholastic Athletic Contests](#)

[Controlled Substances Act](#)

Revised: 08/84
Reviewed: 08/92
Revised: 10/92
Revised: 07/06/00
Approved: 09/05/00
Reviewed: 11/04/03
Revised: 04/01/08
Revised: 12/06/11
Reviewed: 11/05/13
Amended: 10/02/18
PRC: 12/5/23

Non-School Sponsored Contests for Students

~~A. Contests and competitive activities which are sponsored by outside organizations shall not be recommended to students unless they supplement and do not interfere with the regular school program.~~

~~B. The subject of the contest must be neither commercial nor sectarian. An approved activity must be:~~

- ~~1. appropriate to the age group for which it is conducted;~~
- ~~2. designed to stimulate original individual work by the contestant; and,~~
- ~~3. a supplement to, rather than as a substitution for, regular schoolwork.~~

~~C. Student participation shall be:~~

- ~~1. open to all students regardless of race, ethnicity, gender, or creed;~~
- ~~2. voluntary; and,~~
- ~~3. at no cost to those who choose to participate.~~

~~D. Selection of contest winners shall be the responsibility of the sponsoring organization.~~

~~A. All contests or competitive activities must have the prior approval of the principal.~~

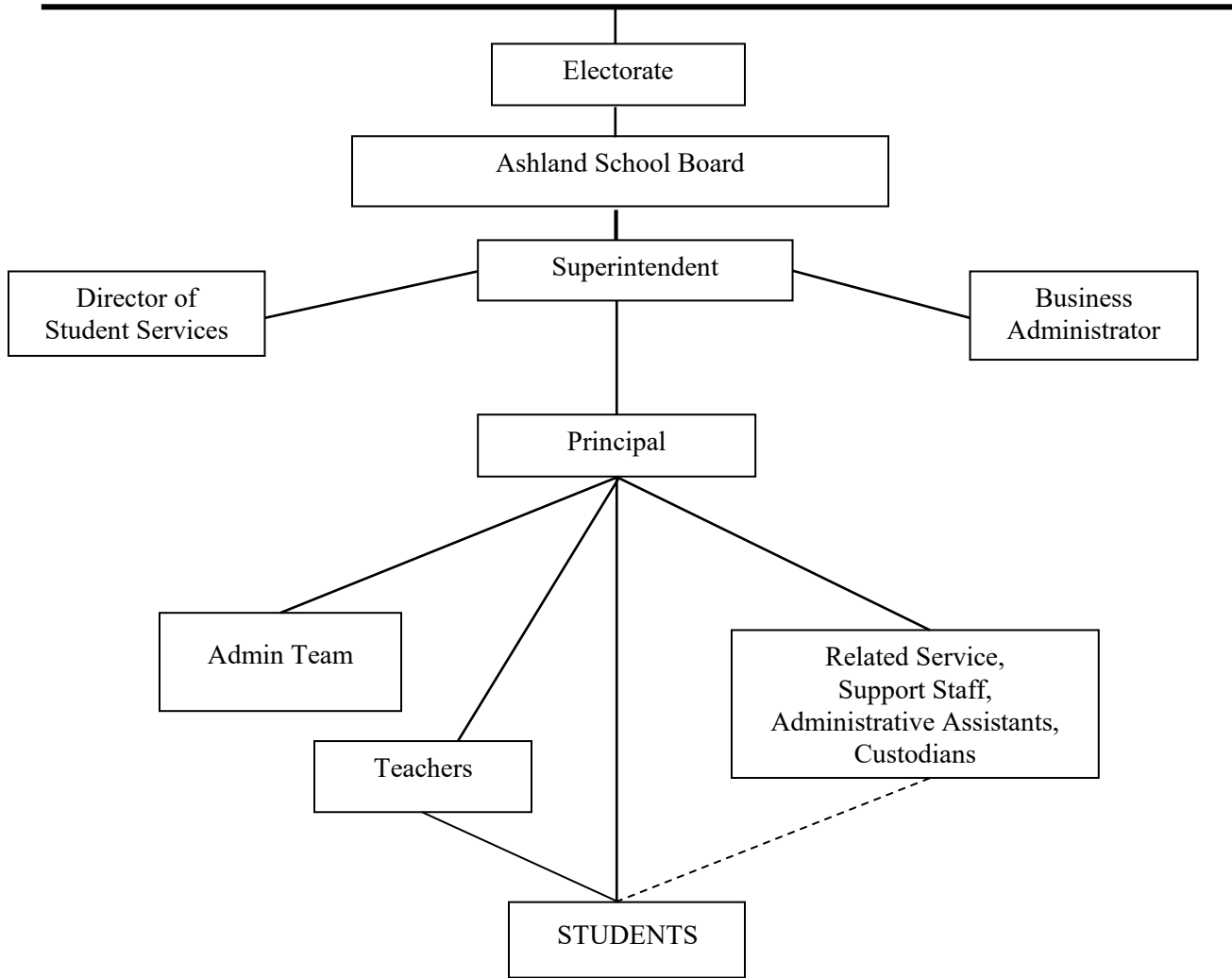
Non-school sponsored contests may be permitted when the Principal judge that the contest fits into the overall instructional objectives of the school.

Legal References:

None

- Written: 11/80
- Reviewed: 10/83
- Revised: 08/92
- Reviewed: 03/05/02
- Reviewed: 07/01/03
- Reviewed: 05/04/04
- Revised: 02/03/09
- Reviewed: 05/06/14
- Reviewed: 05/02/17
- PRC Review: 05/07/24

Organizational Chart



General Operations

The following principles shall govern the administrative operation of the District.

1. The school shall be encouraged to develop appropriate educational programs for the students attending that School, consistent with school Board policy, state law, and State Board regulations.
2. The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from kindergarten through grade 12.
3. Responsibility shall flow simply and clearly from the Teachers, Principals and the Superintendent to the School Board.

4. Each member of the staff shall be informed to whom s/he is responsible.
5. Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
6. Each staff member shall be told to whom s/he can go for help in working out his/her own functions in the District.

Line of Responsibility.

Each employee in the District shall be responsible to the Board through the Superintendent and School Principal.

All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

Adopted:	10/80	Reviewed:	09/03/02	PRC Reviewed:	09/03/19
Reviewed:	10/83	Approved:	12/03/02	PRC Reviewed:	05/07/24
Reviewed:	08/92	Reviewed:	09/02/03		
Amended:	10/01/96	Reviewed:	05/04/04		
Approved:	08/31/00	Approved:	08/04/15		

Role of the Principal

The Board reaffirms the rights and responsibilities of the building principal for the administration of their various programs and buildings within the broad scope of the adopted Board policies.

The Principal shall have the position of Chief Administrator and Financial Coordinator for their own school building and grounds. The Principal will provide instructional leadership in an environment for the maximum educational benefit of all children in grades K – 8. The Principal will be responsible to facilitate the school’s interaction with parents and others in the school community.

Specifically, the principal of an individual school is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the School of which s/he is the Principal. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.

The Principal shall keep the Superintendent or designee, in their absence, informed of activities in the building as the Superintendent deems appropriate.

Legal References:

NH Dept of Ed Regulation

NH Code of Admin. Rules, Section Ed
304.01

Description

Substantive Duties of School Principals

- Reviewed: 11/83
- Reviewed: 08/92
- Reviewed: 09/03/02
- Reviewed: 09/02/03
- Reviewed: 05/04/04
- Reviewed: 02/05/13
- Reviewed: 05/05/15
- Amended: 03/05/19
- PRC Review: 05/07/24

Fiscal Management Goals

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. It follows that achievement of the district's purposes requires excellent fiscal management. Further, the School Board recognizes the important trust it has been given with the responsibility of managing a large amount of public resources. As trustee of local, state, and federal funds allocated for use in public education, the School Board will be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

In the district's fiscal management, the School Board seeks to achieve the following goals:

1. To engage in thorough advance planning, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding which will provide high quality education for the district's students.
3. To use the best available techniques and processes for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish and implement quality and efficient procedures for accounting, reporting, audit, risk management, investing, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

The Board recognizes the importance of excellent fiscal management in managing public resources to achieve the goals of the educational plan of the district. The board will be vigilant in fulfilling its responsibilities to see that these funds are used wisely to achieve the purpose for which they are allocated.

The district fiscal management plan seeks to achieve the following goals:

1. Engage in thorough advance planning to develop budgets and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.
2. Establish levels of funding which will provide high quality education for the students of the district.
3. Use the best available techniques and processes for budget development and management.
4. Provide timely and appropriate information to the Board and all staff with fiscal management responsibilities.
5. Establish and implement efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Legal References:

NH Code of Administrative Rules Section Ed. 303:01(g), Duties of School Board

Adopted: 11/04/14

PRC Review: 09/03/19

PRC Review: 05/07/24

Annual Budget

One of the primary responsibilities of the School Board is to secure adequate funds to carry out a high-level program of instruction.

The adopted annual school budget is the financial outline of the District's educational program; it is the legal basis for the establishment of tax rates. The annual school budget process is an important function of school district operations and should serve as a means to improve communications with the school organization and with the residents of the community.

The Superintendent will prepare and present a proposed annual budget for the School Board's consideration. The School Board expects the Superintendent to work closely with the Principal and other administrators in their respective areas in studying the needs of the school and compiling a budget to meet those needs. The Principal is expected to confer with appropriate staff in getting budgetary requests and information on requirements.

In developing the operating budget, it will be the policy of the School Board to provide an optimum educational program for the students with an awareness of the taxpayers' ability to support such a program.

Legal References:

RSA 32:4, Preparation of Budgets: Estimate of Expenditures and Revenues

RSA 32:5, Budget Preparation

RSA 197:5-a, School Meetings and Officers: Budget

Adopted: 12/02/14

PRC Review: 09/03/19

PRC Review: 05/07/24

Budget Planning Preparation

The School Board shall annually provide guidelines to govern the budget development for the following fiscal year.

The Superintendent will establish procedures for the involvement of staff in the development of the budget proposal, and a schedule for the timely submission of the budget to the School Board and Budget Committee.

Budget planning will be related to the goals and objectives of the district and its programs.

The budget proposal must be within the parameters of the School Board guidelines and include provisions for:

1. Programs to meet the needs of the entire student body.
2. Staff arrangements adequate for the proposed programs.
3. Maintenance of the district's facilities and equipment.
4. Efficiency and economy.

The budget will be made available to the public on an ongoing basis through the district's website and budget documents.

The annual budget hearing and meetings will be held in accordance with RSA 40:13, Use of Official Ballot.

Legal References:

RSA 32:4, Preparations of Budgets: Estimate of Expenditures and Revenues

RSA 32:5, Budget Preparation

RSA 40:13, Use of Official Ballot

RSA 197:5-a, School Meetings and Officers: Budget

NH Code of Administrative Rules, Section Ed 302.02(a), Substantive Duties of the Superintendent

Adopted: 11/04/14
PRC Review: 09/03/19
PRC Review: 05/07/24

Budget Implementation

Following the adoption of the annual budget by the District’s voters, the Superintendent has the authority and responsibility to implement and administer the expenditures of the budget in compliance with School Board policy and federal and state laws.

The Superintendent will establish procedures for budget implementation, control, and reporting. The School Board shall be given regular budget status reports.

Legal References:

RSA 32:3, Municipal Budget Law: Definitions

RSA 32:10, Municipal Budget Law: Transfer of Appropriations

NH Code of Administrative Rules, Section Ed. 302.02(e)(j)(o), Substantive Duties of the Superintendent

Adopted: 11/04/14
PRC Review: 09/03/19
PRC Review: 05/07/24

Transfer of Appropriations

It is the policy of the district to allow budgetary transfers between accounts when it is anticipated that expenditures will result in an account being overspent, or when it is desired to transfer budgeted funds for another purpose. All budget transfers shall be subject to the following condition:

1. Total amount of all expenditures shall not exceed the total amount of all funds appropriated;
2. Any amount appropriated under a special warrant article at the annual school district meeting may be used only for the purpose(s) specified in that warrant article and shall not be transferred;
3. Account transfers shall be requested by building administrator in writing, including the account from which funds are being transferred, the account to which the funds are being transferred, the amount of transfer and the reason for the transfer;
4. Budget transfers may be made only within the accounts overseen by the administrator wishing to make the budgetary transfer;
5. All transfers must be approved by the ~~Assistant Superintendent~~ Business Administrator.

Legal Reference:

RSA 32:10 Transfer of Appropriations

Adopted: 12/01/15
PRC: 09/03/19

Fiscal Accounting and Reporting

The School District's accounting system will be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education. The fiscal year for the District shall be from July 1st through June 30th. An adequate system of encumbrance accounting will be maintained.

The School Board shall receive financial reports and statements showing the financial condition of the School District. These statements/reports shall be prepared *on a* monthly basis. The reports shall contain pertinent information regarding either current or prior fiscal year revenues, expenses and encumbrances. The School Board may receive a report or statement at any time upon request.

Regulations

The following purposes must be satisfied by the accounting system:

1. Administrative Control: The financial records must be adequate to guide the making or deferring of purchases, the expanding or curtailing of programs, and the controlling of expenses with appropriate internal control structure. Current data should be immediately available and in such form that periodic summaries may be readily made from the date.
2. Budget Preparation: The financial records must be adequate to serve as a guide to budget estimates of subsequent years, and to hold expenditures to the amounts appropriated. Accounts are to be kept for each item for which separate budget estimates must be made. An adequate code of expenditure accounts will be used.
3. Accounting for Stewardship: The financial records of the district must be adequate to show that those in charge have handled funds within the framework of law and in accordance with Board policy.

The District's financial records will provide the following information:

1. For each account in the District's budget: the appropriation, appropriation transfers, expenditures, encumbrances, and unencumbered balance.
2. For each purchase order: the authority for the purchase, the name of vendor, description of the item involved, the amounts, the call for bids if required, and an abstract of the bids received. Purchase order sets will be numbered and each shall be accounted for.
3. For each purchase: the purchase order information above, plus the record of receipt and condition of goods, the invoice and the record of payment.
4. For each revenue account: the budget estimate, the estimates as revised periodically, the receipts to date and the balance anticipated.
5. Offsetting revenues received will be credited to the appropriate previously expended account.

Legal References:

NH Code of Administrative Rules, Section Ed. 302:02(e), (j), Substantive Duties of the Superintendent

To PRC: 09/16/14, 10/07/14
 Approved: 08/04/15
 PRC Reviewed: 09/03/19

Audits

An audit of the accounts of the Ashland School District shall be made annually by an independent auditing firm as licensed by the state under RSA 309-A:8. The audit examination shall be conducted in accordance with Generally Accepted Accounting Principles (GAAP) and as applicable to governmental units.

Every audit shall cover the accounts and records of all officials responsible for the receipt, custody, and disbursement of public funds. The audit reports shall include a summary of findings and recommendations regarding compliance with applicable statutory provisions of law, and the adequacy of accounting and business procedures pursued by the Ashland School District. Management letters entitled, Management Discussion and Analysis, shall be included as part of the official audit findings and recommendations.

The auditor's report shall be made available to the School Board promptly after it is received, along with a summary of the findings and recommendations of the auditors and a copy of such summary shall be published in the next annual report following the fiscal year in which the audit was completed.

Legal References:

~~*RSA 21-J:19 Audit*~~

RSA 197:25 Auditors

RSA 671:5 School District Elections: Auditors

Approved: 12/02/14
PRC Reviewed: 10/01/19
PRC Reviewed: 05/07/24

Payroll Procedures

All salaries and supplements paid to regular staff members, substitute or part-time personnel, and student workers will be paid through the business office at regular intervals not to exceed 14 days, unless the Commissioner of the Department of Labor has authorized a different interval in accordance with RSA 275:43, IV-a (a).

Proper payroll procedures are dependent on staff attendance accounting and on the accuracy of part-time and hourly employee time sheets. The Superintendent will establish payroll procedures that will be implemented by administrative personnel.

Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits paid to each employee.

Pay Day Schedule

The School District pays salaries on a regular schedule throughout the school and fiscal year. There shall be no salary advances for any staff.

Salary Deductions

There will be no advance salary for any staff member.

The two categories of salary deductions allowed are those required by law and those specifically authorized, in writing, by the employee. Authorized deductions are subject to the limitation of the accounting software and may include, but are not limited to:

1. Credit Union
2. Tax-Sheltered Annuities
3. Union Dues
4. Insurance Premium Contributions

All salary deductions, other than those regulated by federal or state laws, will be deducted only upon written approval of the employee.

Legal Reference:

RSA 194-C:4, II(a) Superintendent Services

RSA 275:43 Payment of Wages; Hourly School District Employees

Approved: 10/07/14
PRC Reviewed: 09/03/19
PRC Reviewed: 05/07/24

Ashland Elementary School Enrollment Report

For August 6th, 2024 Meeting

MONTHLY ENROLLMENTS	K	1	2	3	4	5	K - 5 Total	6	7	8	6-8 Total	TOTAL K- 8
January 2024	7	13	18	17	23	25	103	15	23	12	50	153
February 2024	6	12	18	18	24	26	104	15	24	11	50	154
March 2024	6	12	18	18	24	26	104	16	24	11	51	155
April 2024	6	12	18	18	24	26	104	15	24	11	50	154
May 2024	6	12	18	18	24	25	103	16	24	12	52	155
June 2024	6	12	18	18	24	25	103	16	24	12	52	155
August 2024	11	6	13	20	17	24	91	26	18	24	68	159

COMPARISONS (FROM JUNE)	K	1	2	3	4	5	S-TOT K - 5	6	7	8	S-TOT 6-8	TOTAL K-8
2012-2013	19	26	15	18	18	18	114	17	18		57	171
2013-2014	20	18	29	13	17	20	117	17	17		51	168
2014-2015	18	18	17	23	12	16	104	20	18		38	142
2015-2016	20	12	16	17	22	11	98	17	17		34	132
2016-2017	26	21	18	14	17	23	119	11	18		29	148
2017-2018	21	22	16	14	12	15	100	19	9		28	128
2018-2019	28	19	26	17	15	15	120	13	21		43	163
2019-2020	23	22	14	28	14	17	118	11	14		25	143
2020-2021	20	23	27	14	24	17	125	18	12	17	47	172
2021-2022	19	17	20	20	24	21	125	17	17	13	47	172
2022-2023	13	16	19	19	24	16	107	23	13	16	52	159
2023-2024	6	12	18	18	24	25	103	16	24	12	52	155