

Notice: These minutes are in D R A F T format, and shall remain as such as the legal record in compliance with RSA 91:A in their written archival form. They are likely to contain errors and may be in need of correction which can only be done in public in a properly-posted, subsequent meeting of the School Board. Accordingly, you are referred to the minutes of a subsequent (i.e. future -- but not necessarily the next sequential) meeting of the Board to identify what may have been changed as an approved and properly modified record in compliance with law.

NEWFOUND AREA SCHOOL DISTRICT  
**School Board Minutes**  
 Monday, May 6, 2019  
 Non-Public Session 6:00 p.m.  
 Public Session: 6:30 p.m.  
 Location: LMC- Newfound Regional High School

- I. Call to Order by Superintendent of Schools, Stacy Buckley at 6 p.m.
- II. Pledge of Allegiance
- III. Record Roll:

Sue Cheney, Alexandria	present
Michael O'Malley, Bridgewater	present
Heidi Milbrand, Bristol	present
Melissa Suckling, Danbury	present
Jeff Levesque, Groton	present
Jason Robert, Hebron	present
Christine Davol, New Hampton	excused absent

- IV. Jeff Levesque made a motion to enter non-public session under 91-A (3) (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted  
 Mike O'Malley seconded the motion. Roll call vote: Alexandria-yes; Groton-yes; Hebron-yes; Bridgewater-yes; Bristol-yes; Danbury-yes  
 Board left at 6:04.

Present in Non-public: Jeff Levesque, Sue Cheney, Jason Roberts, Heidi Milbrand, Melissa Suckling, Mike O'Malley, Stacy Buckley (Superintendent)

The board discussed nominations, resignations and transfers. The board also discussed the end of the school year plan.

Jason Roberts made a motion to adjourn non-public at 6:27. Jeff Levesque seconded the motion. A roll call vote was taken: Jeff- yes; Jason- yes; Sue- yes; Heidi- yes; Melissa- yes; Mike- yes.

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Jeff Levesque called the public meeting back to order at 6:31 p.m.

V. Approval or Modification of Agenda  
None

VI. Approval of Minutes

a. April 15, 2019

Sue Cheney clarified page 3 third bullet from the top, “Stacy received a bill from the Town of Hebron to pay for *their district election, which they held in March. They moved their town election to May.*”

It was agreed to add this to the consent agenda.

VII. Public Comment  
None

VIII. Correspondence

Stacy shared information provided by the Danbury Greenhouse Group

IX. Announcements and Recognition

a. Student Liaison Report

None

b. Staff Liaison Report

Chelsea Vittner said next year the middle school will have math everyday as they move toward a five-block schedule. High school students are choosing next year’s schedule and if they want to attend the Huot or Plymouth vocational programs.

c. Superintendent Report

Stacy Buckley encouraged attendance at the school funding presentation being held at PSU on Wednesday evening. Stacy noted that we will be having a Title IIA audit this upcoming week. Stacy was excited to note that we received the 21<sup>st</sup> Century Grant for the next five years. This grant supports our afterschool program. Stacy noted that we will have a public hearing to accept the grant funds in the amount of \$292,000. Stacy discussed kindergarten enrollments. Danbury is currently at 25 students for their K/1 classroom. Administration and the teachers will be meeting to further discuss this to be prepared.

Stacy discussed several summer professional development opportunities that will be coming up this summer.

Upcoming events:

Wednesday May 8 BES has a school play at 6:30.

May nine Senior Project Expo at the high school.

May 10 there will be a Special Olympics prom followed by the NRHS prom on May 11.

June 6 Senior Award Night

June 11 Spring Sports Award

June 14 Baccalaureate

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June 15 NRHS Graduation

June 21 School Board BBQ for staff and faculty

- d. Other  
None
- X. Old Business
- a. Electronic manifest presentation  
Mike Limanni presented an overview of how we can move paper manifest approval to an electronic version. The board discussed payroll, backup policy, paper invoices and VPN among other things. Jeff Levesque said we need to think about this and determine what additional information or questions we may have. The board discussed the fact that we would have to have some type of policy in place should a manifest not be approved by a board member, but that needs to be processed by the SAU.
- XI. New Business
- a. Resignations effective 6/30/19 discussed in non-public. Jeff Levesque thanked them for all their years of service.  
Phil LaCasse (NMMS Social Studies Teacher)  
Angela Bergholm (NHCS 4<sup>th</sup> grade Teacher)  
Brianna Dow (NHCS 1<sup>st</sup> grade Teacher)  
Brendan Caulfield (NRHS Social Studies)
- b. Nominations for 2019-2020 discussed in non-public  
John Daly (NRHS English)  
Lindsey Bergholm (NMMS Science)
- c. 2019-2020 General Grant Assurances  
Stacy Buckley received the General Grant Assurances and will look for a motion for the School Board Chair to approve and sign them.
- d. Field Trip(s)  
NRHS Football, Coach Ray Kershaw requests an overnight trip to Vermont Academy, Saxton River, VT for Football camp and team bonding. August 21, 2019 to August 24, 2019.
- BES Sarah Rollins requests a day trip to Gloucester, MA to whale watch June 12, 2019.
- NRHS French Club James LeBaron requests a trip to France April 23, 2020 to May 1, 2020.
- It was agreed to add this to the consent agenda
- e. District Wide Laptop Purchases proposal  
Mike Limanni presented a proposal that the technology department has been working on over the past few months. The elementary faculty replacement laptops were reduced in the budget, thus pushing out the replacement cycle

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district wide. Teachers rely on their laptops for almost all that they do. Research was done and bids were completed to look at a five year lease option to replace all the faculty laptops. Mike presented a handout outlining the complete proposal.

f. Policies:

i. DAF- Administration of Federal Grant Funds

Stacy noted that this is a required policy and is necessary based off our federal audit. Stacy has been working on this policy with the NHSBA.

Stacy requested that the board waive School Board Policy BFA so that the policy can be implemented and sent to the DOE to remain in compliance.

It will also be helpful to have the completed policy for our Title IIA audit next week.

g. End of 2018-2019 School Year proposal

Stacy reviewed the end of school year proposal provided to the school board as a recommendation. The proposal involves changing to “hours” which would allow the last day for students to be June 21. This will be an early release day. Faculty will complete professional development for 2 days as outlined in the proposal provided.

XII. Public Comment (on agenda items only per policy BDDH, 5 minute limit)

None

XIII. Motion on Consent Agenda

Minutes April 15, 2019

Field trips (3)

Sue Cheney moved to approve Consent Agenda. Heidi Milbrand seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

XIV. Motion on Individual Agenda Items

Jeff Levesque moved to accept the resignations as presented by the Superintendent.

Mike O’Malley seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Jason Robert made a motion to accept the two nominations of John Daly and Lyndsey Bergholm. Jeff Levesque seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Jason Robert made a motion to authorize the school board chair to sign the 2019-2020 assurances of federal grants. Heidi Milbrand seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Jeff Levesque made a motion to approve the district laptop plan as proposed. Jason Robert seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

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Melissa Suckling made a motion to accept policy DAF Administration of Federal Grant Funds with waiver of Policy BFA. Mike O'Malley seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Jason Robert made a motion to send DAF to Policy Committee for review. Melissa Suckling seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Mike O'Malley made a motion to approve waiving two student days by changing over from days to hours and make Friday June 21 as last day for students and to accept the plan for teachers work as presented by Stacy Buckley. Melissa Suckling seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

- XV. Financial
  - a. Approval of Manifest(s)
  - None

XVI. Adjournment

Melissa Suckling made a motion to adjourn at 7:30 p.m. Mike O'Malley seconded.

Vote 6-0-0-1 (New Hampton excused absent) ***Motion Passed***

Respectfully submitted by Ruth Whittier, School Board Clerk

District Staff present: Stacy Buckley, Superintendent; Mike Limanni, Business Administrator; Anne Landry, Student Services; Kim Sarfde, Curriculum Coordinator; Paul Ciotti, Technology Coordinator


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## EDUCATION WEEK

# Wealthier Enclaves Breaking Away From School Districts

By Sarah D. Sparks

April 30, 2019

In the years since the Great Recession, more superintendents have confronted dwindling resources and tense arguments over how to allocate them. And in a rapidly increasing number of districts, leaders face fights to keep wealthier communities from splintering off entirely.  [Back to Story](#)

School districts have always restructured, usually because of significant shifts in student enrollment or consolidations. Maine alone has seen eight new splinter districts and one continuing secession fight, as communities unwind district consolidations from 2007 and the 1960s. But breakaways might happen more often as shrinking district budgets meet shifting student populations.

"When state resources get more scarce, you see less equalization. You see bigger divides open up ... and you might have a sharper motivation for a property-wealthy enclave to put up a fence," said Zahava Stadler, a researcher with the nonprofit group EdBuild and the author of a new report on school district splintering.

Over the past two calendar years, 27 communities in 13 states across the country began trying to secede from their districts, the EdBuild report found. Ten of those communities successfully became new districts, and the rest are locked in ongoing battles, most spilling into the courts and state legislatures.

That's a sharp uptick. In a 2017 study of district secessions, EdBuild found that while 63 communities successfully broke away to form new districts from 2000 to 2017, 10 more have seceded in the two years since.

### Disparities Worsen

In some communities, the separations raise ugly questions about the growth of economic and racial segregation between the new districts and those left behind.

"If we're going to look at the effects, we can see the motivations" for some communities to break away, Stadler said. "We can say that a clear majority of districts that successfully seceded have higher median household income, higher median property values, lower rates of student poverty, lower rates of nonwhite students, and clearly higher rates of local tax dollars for their school district than the districts that they are leaving behind," Stadler said. "I mean, if you're going to wind up with less-diverse classrooms and keeping more local money for [the schools in the new district] than they had before [the break-up], it's not a mystery as to why this occurred.

Some recent secession attempts, like one in Gardendale, Ala., have been thwarted by legal interventions meant to counter a history of racial segregation in the area. The U.S. Supreme Court has ruled that districts under a desegregation order cannot split if doing so would increase segregation. But the number of districts under active desegregation orders has waned for decades.

Louisiana's 40,500-student East Baton Rouge Parish district is one school system that has experienced that sort of resegregation. Since courts lifted a federal school desegregation order in 2003, three communities have broken away from the district, leaving the remaining district about \$15 million poorer and nearly 90 percent nonwhite as of 2017. (Only one of the three new districts is majority white.) Since 2013, the district has been fighting to prevent another wealthy community, St. George, from leaving as well.

"It would reduce the per-capita spending for our population, devastatingly so," said M.E. Cormier, an East Baton Rouge graduate and the mother of an incoming kindergartner, who helped lead a successful fight to

prevent St. George's first secession attempt in 2013.

East Baton Rouge Superintendent Warren Drake has made "significant and specific plans for the East Baton Rouge Parish to improve infrastructure and to strengthen the school district as a whole," Cormier noted, "but I don't believe that any of that movement has delayed any of the motivation to leave for supporters of St. George."

East Baton Rouge advocates stopped the 2013 secession effort using massive door-to-door canvassing to explain how the withdrawal would affect students. This year, St. George secession advocates changed tack, trying to incorporate as a new city and effectively remove property-tax revenue from the East Baton Rouge district. That proposal will go to the polls this October, though if St. George becomes its own city, it would still face multiple statewide and local votes to create a new district.

State and district policies can often prevent or encourage these fights before they start. For example, before 2018, Indiana law required judges to form county committees to create a new district plan and mandated a multistep process before a secession proposal could be presented to the state board of education. In December, in response to requests from communities, the board issued a memo allowing groups to propose new districts directly to the board, leading to new secession requests.

Wisconsin requires all proposals for new districts to take into account potential effects on school funding and racial and socioeconomic diversity. And Texas requires communities from the existing district and the proposed new one to each vote to approve the split, preventing wealthier communities from unilaterally splitting from poorer ones.

### **Striking a Balance**

In southwestern Montana, the 8,000-student K-12 Helena district had for years enrolled high school students from East Helena, a neighboring K-8 district about 15 minutes away. Recently, a growing student population gave East Helena enough students to build its own high school. The city passed a bond to build its own high school for an expected 600 students and change into a K-12 district.

Unlike some of the other districts, Helena and East Helena have few racial differences; more than 9 in 10 students in both districts are white. But the poverty rate is 10 percentage points higher in Helena primary schools than in East Helena primary schools. That means the poverty rate in Helena High School—now 8.3 percent—would likely rise.

"Part of the decision that parents are making now is, do we send our kid to a new home school in our neighborhood that's going to be about 600 students, versus sending our kid to the big comprehensive high school," said Helena Superintendent Tyler Ream. "The large comprehensive comes with bigger classes, ... but it also comes with the offerings, the [Advanced Placement], the dualcredit offerings. I think what's been taking place across the nation for decades now is that ebb and flow from big to small [schools], or trying to make big feel small."

Helena High will drop from 1,500 to 1,100 students after the transition, and Ream said the district is trying to find ways to keep staff, including changing schedules and asking teachers to "float" among several schools.

"We don't want to pare down any of our offerings but we will have to get creative in terms of how we provide them," Ream said. "It's realistic I think in our near future that a teacher could teach one specific course but maybe not at one specific school ... because we might not have the total student capacity to command one full [teacher] to that subject area."

The break with East Helena has been amicable, if a bit awkward, Ream said. Generations of East Helena students have attended Helena High School—and will continue to go there, as the new East Helena school will open only one grade a year beginning in 2020. Helena will also continue to accept East Helena students as transfers, though East Helena has not yet committed to do the same.

The EdBuild report suggests district leaders can encourage active engagement of all parents and communities to prevent any one area from dominating.

"District leaders can arm local activists with information by saying: 'Here's what it would really do to us. Here's what it would do to our classrooms, here's what it would do to our budgets,' " Stadler said. "That's the kind of thing where the passion can come from the community, and the data and the evidence can come from the district. And together, that's a very powerful combination."

It's also important for district and school leaders to work to bring different parts of their communities together and to explain their reasons for balancing resources among different schools, she said.

Cormier agreed. "I think that our public school system unfortunately gets a really bad rap mostly by people who've actually never attended a public school," she said. "I think that if people were to actually walk into our schools and take a tour, they would have a new perspective and a new opinion that they've never had before."

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# SCHOOL FUNDING TALKING POINTS

**The NH Constitution sets two core requirements for K-12 public education:**

- **The State has a duty to pay for the cost of a constitutionally adequate education for every K-12 public school student;**
- **The taxes that the State uses to pay for this education must have a uniform rate across the state.**

**The State Legislature has enacted comprehensive standards for an adequate education, but the amount of aid the State provides to meet these standards is woefully insufficient.**

While the average annual per pupil cost was \$15,865 in the 2017-2018 school year, the State's main "adequacy grant" provides only \$3,636 per year, with small additional grants for children who qualify as from low-income families, receive special education, or are English language learners. Some school districts receive "stabilization grants," although these grants are being reduced by 4% each year. Even when all of these state grants are added together, the State pays only about 20% of the cost of education in New Hampshire.

**More than 70% of the cost of educating our children is paid by local property taxpayers at tax rates that are wildly disproportionate from town to town.** For example, in the 2017-2018 school year, the Rye School District spent \$23,123 per pupil, while the total equalized rate of state and local school

property taxes was only \$5.85. In Pittsfield, the per-pupil spending was \$16,161, but the combined education tax rate was \$19.89. This great disparity occurs because the equalized value of property in Rye in 2017 was \$3,816,244 per student, but in Pittsfield the equalized value per student was only \$469,344.

**Towns with a great deal of valuable property ("property wealthy") can raise enough money to spend generously on their students, even while their tax rates remain low.** Because of the great disparities in property wealth from town to town, taxpayers in the property poor towns like Pittsfield pay much higher rates but are able to raise much less for their schools than districts with lake-front property, ski resorts, or very valuable coastline.

**Taxpayers in property-poor towns make much greater financial sacrifices for their students, but they struggle to raise enough money to meet their schools' basic needs.**

In recent years, many of these school districts have been laying off teachers and other employees, delaying building maintenance, skimping on equipment, eliminating classes, and losing talented and experienced teachers to other districts which can afford to pay higher salaries.

**This funding system discourages economic growth in many towns and cities across the state.** Why would a new business open in a town with high tax rates? And, why wouldn't the owner of an existing business in a property-poor town with high tax rates feel financially pressured to relocate?

# SCHOOL FUNDING TALKING POINTS

**The funding system also discourages young families from moving to school districts with high property taxes and struggling school systems**, and it prompts local officials to discourage the creation of affordable workforce housing for young families because of the impact of additional children on school budgets.

**The current school funding system hurts students, their parents, local homeowners, and businesses and it works directly against the efforts to attract and keep young people, enlarge the work force, and encourage new businesses in all regions of the state. A number of school districts are already in crisis, with many more to follow.** This problem is decimating school budgets in most of New Hampshire's largest cities and countless towns in all regions of the state.

**For more than a decade, the Legislature and NH's governors have allowed this problem to get worse.** In fact, they have continued to downshift costs by reducing stabilization aid and discontinuing pension contributions.

**Because of widespread public concern, the 2019 NH Legislature is finally starting to address the issue of school funding and property taxes.** We need to let our local NH House members, State Senators, and the Governor know that they need to fix this problem now.

## SAMPLE QUESTIONS TO ASK OUR ELECTED OFFICIALS

- *Will you support legislation to require the State to update its adequacy grants to realistic levels?*
- *Will you support legislation that will make school property tax rates more fair and equal across the state?*
- *As an immediate measure, will you support a moratorium on further cuts to stabilization aid and restoring the amount that has been cut since 2015?*
- *Will you work to build coalitions with legislators from other parts of the state to increase state support for public education and enact fair and equitable revenue measures to fund our schools?*

### **CONTACT US:**

[schoolfundingfairness@gmail.com](mailto:schoolfundingfairness@gmail.com)

### **FOLLOW US ON FACEBOOK:**

NHSchoolFundingFairness

### **UPDATES AND RESOURCES:**

Advancing NH Public Education at <https://anhpe.org/>

## Pemi-Baker Regional School District and School Funding

Greg Bird, Senior Data Analyst at Reaching Higher NH (greg@reachinghighernh.org)

May 1, 2019

### 1. Spending per elementary pupil

The eight towns of Ashland, Campton, Holderness, Plymouth, Rumney, Thornton, Wentworth and Waterville Valley are part of the Pemi-Baker Regional School District.

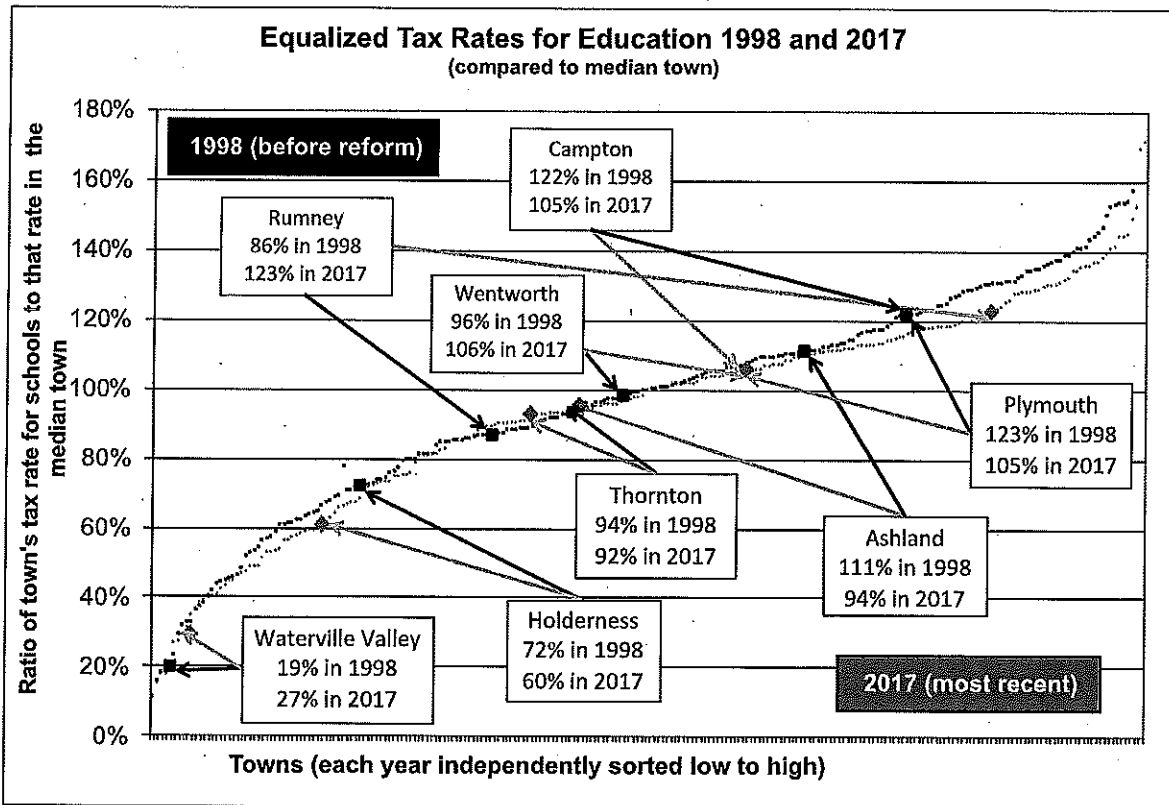
District	1998/99		2017/18	
	Spending per Elementary Pupil	Percent of State Median	Spending per Elementary Pupil	Percent of State Median
Ashland	\$6,953	117%	\$18,640	106%
Campton	\$7,193	121%	\$18,216	103%
Holderness	\$8,341	140%	\$22,042	125%
Plymouth	\$7,433	125%	\$18,695	106%
Rumney	\$5,017	84%	\$22,934	130%
Thornton	\$5,979	101%	\$19,360	110%
Wentworth	\$3,886	65%	\$23,681	134%
Waterville Valley	\$14,000	235%	\$42,810	242%

School year 1998/99 was the last year of state aid before the new increased aid to pay for an “adequate” education was introduced after the NH Supreme Court’s *Claremont* rulings. At that time, six of the eight towns were appropriating more than the median in terms of elementary school spending per student, with only Rumney and Wentworth spending below average. Today, every single town within Pemi-Baker spends more than the median New Hampshire community on their elementary school population, with Waterville Valley (242%), Wentworth (134%), Rumney (130%), and Holderness (125%) spending well above what most do in the Granite State.

### 2. Property tax rates for schools

1998 was the last tax year before the new aid to pay for an “adequate” education was introduced after the NH Supreme Court’s *Claremont* rulings. Equalized tax rates for schools of the towns of Pemi-Baker Regional School District for 1998 and 2017. For each year those rates are compared to the equalized tax rate for schools of the median NH Town.

Town	1998		2017	
	Equalized Tax Rate	% of Median Town	Equalized Tax Rate	% of Median Town
Ashland	\$21.86	111%	\$13.79	94%
Campton	\$23.97	122%	\$15.44	105%
Holderness	\$14.20	72%	\$8.75	60%
Plymouth	\$24.15	123%	\$15.35	105%
Rumney	\$16.82	86%	\$18.09	123%
Thornton	\$18.34	94%	\$13.51	92%
Wentworth	\$18.73	96%	\$15.51	106%
Waterville Valley	\$3.64	19%	\$3.92	27%



Equalized tax rates for Holderness and Waterville Valley have remained low when compared to most towns in the state and their relative position has not changed much. On the other hand, Plymouth and Campton have remained on the high end, though both are somewhat closer to the median town than they were in 1998.

Rumney and Ashland have changed greatly over the past two decades, but in opposite directions. Ashland had a higher tax rate than most in 1998 (111% of the median), but in 2017, its equalized tax rate is actually lower than most communities (94% of the median).

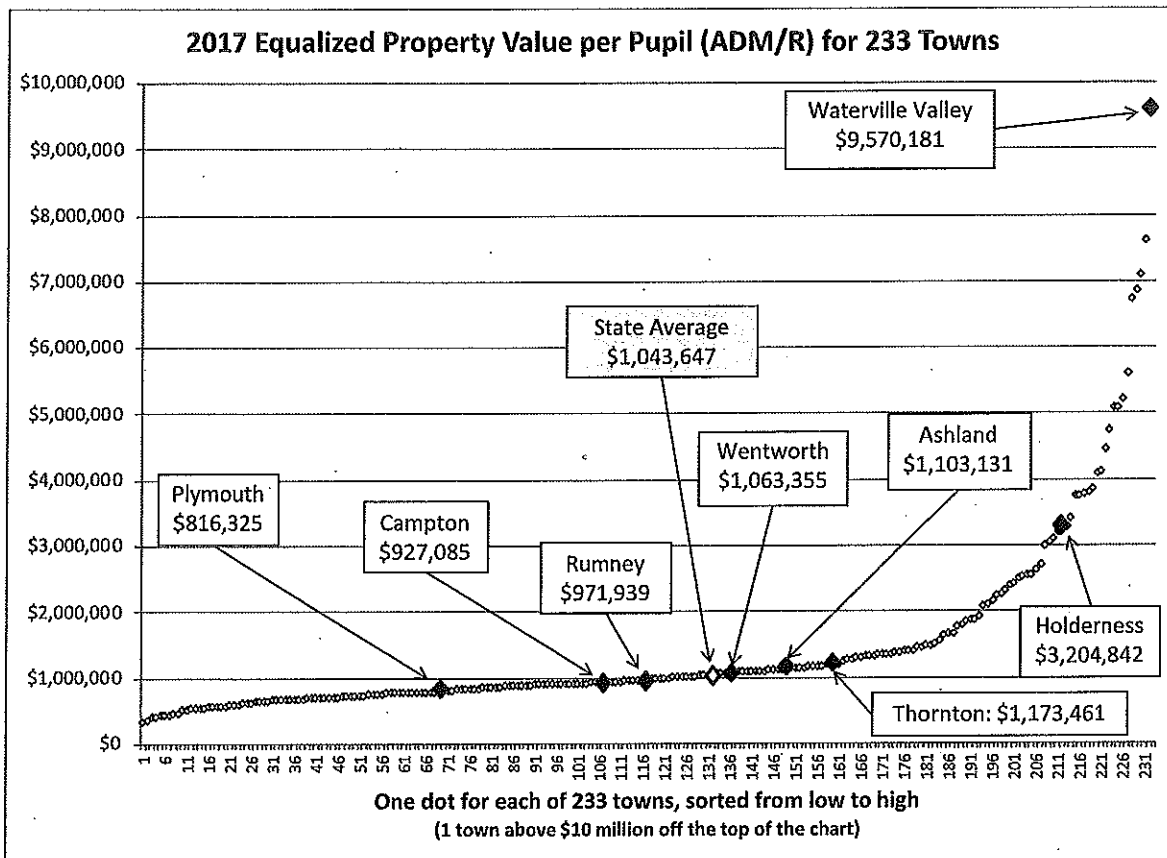
Meanwhile, Rumney, before the Claremont reforms of the late 1990s, had an equalized tax rate of 86% of the median, but today has one of the higher property tax rates in the state at 123% of the median.

### **3. Property value for each pupil**

The most important statistic that relates the ability of different towns to raise taxes for the purpose of their schools is Equalized Property Value per Pupil. Equalized valuation per pupil for the eight towns of the Pemi-Baker Regional School District are displayed in the following graphics.

Plymouth has only \$816,325 of equalized property value from which it can raise funds for each pupil, while at the other extreme, Waterville Valley has \$9,570,181 of property from which it can raise funds for each of its pupils, the 2<sup>nd</sup> highest in the state. Waterville Valley has more than 11 times the property value per pupil than does Plymouth. Rumney and Wentworth are very close to the state average of \$1,043,647.

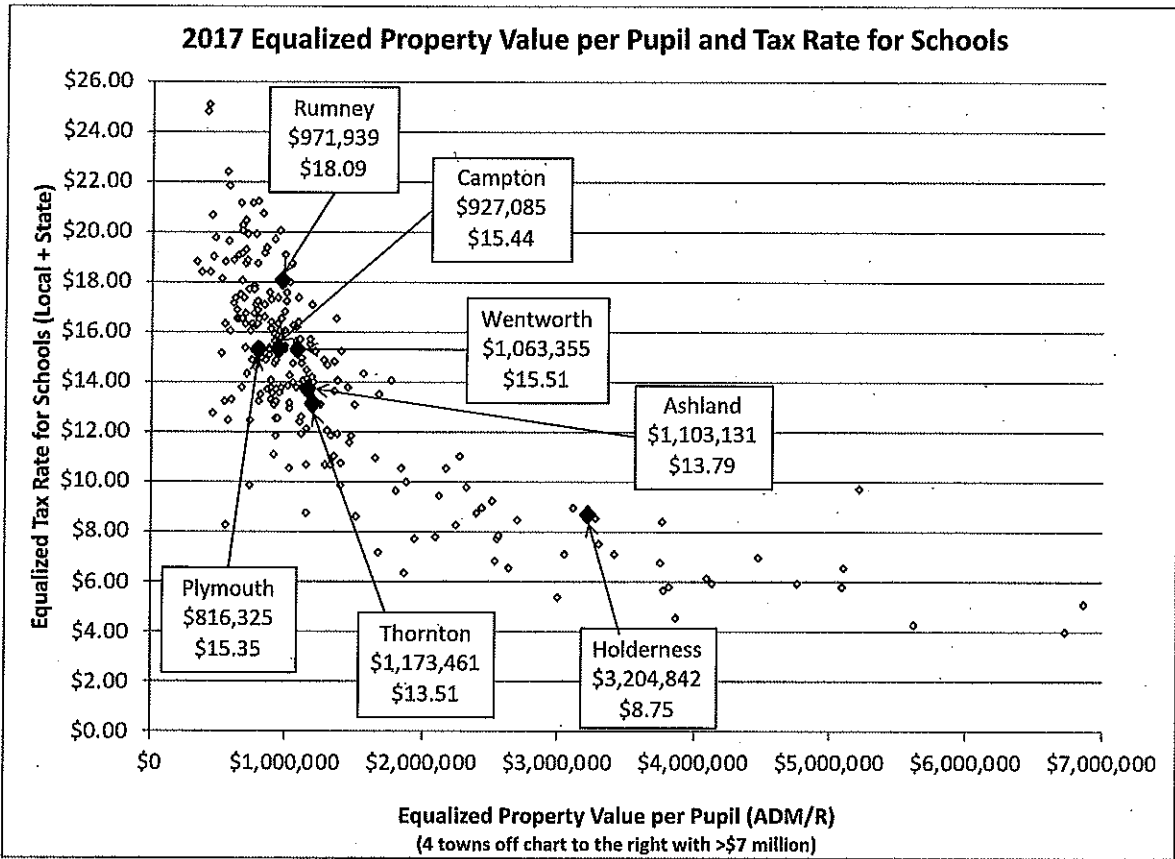
In New Hampshire, there is large variation across the state in terms of property wealth per student. Interestingly, the eight towns of Pemi-Baker are somewhat of a microcosm of New Hampshire regarding the variation among its towns.



Holderness has 235 students and a tax base of \$755 million to support them. Plymouth has about 2.5 times the number of students but only 60% of Holderness' tax base (\$464 million) to support itself.

Plymouth can only raise \$12,532 per pupil from its tax base with an equalized tax rate of \$15.35 while Waterville Valley is raising \$37,538 per pupil from its tax base with an equalized rate of only \$3.92. Taxpayers in Plymouth are paying 4 times the tax rate as those in Waterville Valley, but only able to raise 1/3 of the funds per pupil that Waterville Valley raises.

Town	Pupils (ADM/R)	Equalized Tax Base (\$million)	Tax Base per Pupil	% of State Average	Taxes Raised per Pupil
Ashland	229	\$252	\$1,103,131	106%	\$15,216
Campton	440	\$408	\$927,085	89%	\$14,313
Holderness	235	\$755	\$3,204,842	307%	\$28,044
Plymouth	569	\$464	\$816,325	78%	\$12,532
Rumney	173	\$168	\$971,939	93%	\$17,583
Thornton	315	\$369	\$1,173,461	112%	\$15,858
Wentworth	88	\$93	\$1,063,355	102%	\$16,491
Waterville Valley	35	\$330	\$9,570,181	917%	\$37,538



*Note: Data used in this report are taken from the NH Department of Education's reports, "Equalized Valuation per Pupil 2017-18" and "Cost Per Pupil By District, 2017-18." Equalized property values and tax rates are for tax year 2017. Count of pupils is from September 2018. Tax rates printed on town tax bills are not equalized and cannot be compared between towns. Using equalized rates allows an apples-to-apples comparison.*

Newfound Area School District

School Board meeting 5.8.19

Resignation- effective 6/30/19

Name	School	Position
Phillip LaCasse	NMMS	Social Studies Teacher
Angela Bergholm	NHCS	4 <sup>th</sup> grade Teacher
Brianna Dow	NHCS	1 <sup>st</sup> grade Teacher
Brendan Caulfield	NRHS	Social Studies

Nominations for 2019-2020

Name	School	Position	Step/Track	Salary
John Daly	NRHS	English	MA/6	\$45,503
Lindsey Bergholm	NMMS	Science	BA +15/2	\$38,497

Transfer:

Amanda Seavey	Moving from DES K/1	To NHCS Grade 1
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## Newfound Area School District

20 North Main Street  
Bristol, NH 03222

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Tel. (603) 744-5555  
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To: Newfound Area School Board  
From: Stacy Buckley, Superintendent of Schools  
Deirdre Conway, NTU President  
Date: Monday, May 6, 2019  
  
Re: End of school year

The Newfound Area School District has had a total of seven (7) snow days during the 2017-2018 school year. The last day of school is currently scheduled for Tuesday, June 25, 2019. This is a scheduled early release day.

I am proposing that we change to utilize "hours" for district students and would request that approval of the last day of school for students to be Friday, June 21<sup>st</sup>. This will be an early release day. All schools meet the required hours for state compliance.

The NTU and Administration propose the following for teachers for the 2 days:

- All teachers will attend a full work day on Monday, June 24, 2019. This will be a professional development day for middle and high school teachers. Administration will work together to ensure that this is meaningful- most likely the work will focus around competencies and the transition moving forward. Elementary teachers will have a ½ day of professional development and will be provided a ½ day to clean up their classrooms.
- For the second day, we are proposing the following:
  - o Each schools June faculty meetings will be extended by 2 hours. This will be for professional development/continued discussion around competencies and implementation.
  - o Each teacher will submit a detailed plan for 4 hours of professional development to their Principal, for approval, no later than Wednesday, May 15<sup>th</sup>. It is suggested that professional development activities are done cooperatively with other teachers, involve district, school, or individual goals. All work will be accomplished outside of the regular school day. Typical work activities (such as grading papers, etc.) are not considered professional development. Webinars, collaborative work, competency work, professional readings, etc. may be considered professional development.
  - o If a teacher does not submit a plan by May 15<sup>th</sup>, the teacher's pay for the last pay period of the year will be reduced by .5 of a day (ie: ½ day of unpaid time).
  - o In the plan, teachers will be expected to provide some type of evidence of completion of the 4 hours of PD which needs to be submitted to administration prior to June 19, 2019. If the evidence is not submitted prior to this date, the teacher's pay for the last pay period of the year will be reduced by .5 of a day (ie: ½ day of unpaid time).

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### OUR VISION

*Students Succeed - Communities Prosper - The World Benefits*

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