Questions for the School District from Budget Committee

11.30.18

1. **Does the YMCA pay a facilities fee for the use of the School?** *No*

2. ~~**What is a maximum Class load for a teacher?**~~ **Clarification from BUD COM: #2 Class load or How many classes a teacher teaches during the school day, how many periods in the School day. The maximum amount of classes/periods.**

The schedules of teachers are governed, to a large extent, by the Collective Bargaining Agreement between the Raymond Education Association and the Raymond School District. Middle and High School teachers are entitled to one duty-free uninterrupted planning period per day that equals the length of an instructional period per day (block scheduling) or (otherwise) at least 50 minutes per day. Teachers may be required to perform non-instructional duties no more than one period per day (not to exceed the length of the planning period). Elementary teachers are entitled to five planning periods per week totaling 185 minutes.

Work day for teachers is 7 hours and 10 minutes at LRES and 7 hours and 30 minutes at IHGMS and RHS.

Maximum amount of classes/periods (teaching time):

LRES - At the Elementary School, All grade level teachers teach all content/subject areas. They are with their students from 8:30 am until 3:30pm minus (30 minute lunch daily, every other day a duty free recess time of 30 minutes, a 40 minute planning period once a day, and every 6 days a PLC period with the grade level teachers for 40 minutes). UA teachers have 5 instructional blocks a day (1 class per grade level K-4) for 40 minutes. They also have a 40 minute Encore block of instructional time daily, when grade level teachers meet in their PLC teams.

IHGMS - At the middle school all core academic teachers have five instructional periods per day, a 50 minute prep, a 30 minute lunch and a 40 minute duty. Unified arts teachers have four classes but two of them are 90 minutes so the are equivalent to the other teachers five periods. Our ½ time math interventionist has 2 intervention classes and supports other math teachers the other period she is at the middle school.

RHS - Teachers are assigned 5 classes out of 8 periods per week, 1 duty period (Ram Time), and 2 preps. This allows them to have a planning time each day. Please see included bell schedule. On Mondays there are 8 periods in the day and Tuesday through Friday there are 4 periods in the school day. Teachers have a 30 minutes lunch and an 83 minute duty (2 times a week).

For information about class sizes please look at the Class Info Tab of your budget binder.

3. *How many teachers do not have a maximum class load?* Clarification from BUD COM: #3 Example: Teachers that teach only 3 periods would not have a full class load if there are 7 periods in a School day.

The number of teachers at each school who are teaching less than the maximum amount of classes/periods (contracted teaching time):

LRES - None

IHGMS - None

RHS - 2 teachers do not have a maximum class load. One of these is the Athletic Director who has an extra class period to perform necessary duties.

In terms of class sizes in the context of our class size Policy. Here are the projections for next year regarding how many regular education classrooms will be at the maximum number of students:

Kindergarten 6
1st: 3
2nd: 2
3rd: 1
4th: 0
IHGMS: 0
RHS: 0

4. Can you explain the 6th period stipend and how it is used in all the Schools? And the 6th period professional salary went from $6,768 to $11,502 why?

The Collective Bargaining Agreement between the REA and the RSD states, "a bargaining unit member who is assigned six periods of instruction shall be relieved of the obligation to supervise students for one period and shall be paid an additional annual stipend equal to 1- percent of the step 1 BA-track salary" (p. 8). This is used only when the there is no other way to meet the needs of the students; no other certified educator to meet the needs of the students during that class period.

For IHGMS in FY18 there was the full amount spent of $3,384 and FY17 $0.00. For RHS in FY18 there was $2,072 spent and FY17 $1,109 spent. The estimate for next year is based on the Bargaining unit states at 1% of the Step 1 BA track salary - one for the MS and one for the HS.

IHGMS - Our band/chorus teacher gives 5th grade instrument classes during her prep period; this has been the case for many years.

RHS - We currently have one teacher teaching a 6th period. We needed to create a section of Consumer Math for students with disabilities who have very significant learning challenges in mathematics. We also budgeted one additional 6th period stipend as a contingency.

5. **There were 175 students decreased since 2015 and through to next year's budget enrollment yet teachers were decreased by 3.5 Why not more?** *If this year's budget passes we would have eliminated 6.5 teachers in the district the last 3 years.*

See Attached: "Staffing Adjustments"

6. **Why are Raymond's class sizes smaller than what the state says we can have? What justifies the smaller number than the states sets for guidelines?**

- The State of NH sets the upper limit of what is acceptable in an educational environment in terms of class sizes in our state. There is no valid educational reason why we should push our class sizes up to the very limit (lowest possible threshold for quality) of what is educationally acceptable.
- The Raymond School Board Policy IO provides guidelines regarding appropriate class sizes in the Raymond School District.
- Class size does matter in relation to student achievement, most notably through grade 3.
- Every school district determines the class size that is appropriate for them. Only 3 schools (although not school wide) in the entire state are at or above the state mandated class size. The averages are:
  - Grades   1&2   3&4   5-8
  - State   16.1   17.5   16.1
  - Raymond   17.2   17   19
- Many things are taken into consideration for determining class size. Students with special needs, academic level of an A-typical students, school buildings and there layouts, para educators needed for that space, and what the community wants.

7. **Where did the overall % increase target for the budget come from? Why an increase at all, except for the new contract? What would the increase be if the Budget added just the Salary and Benefits increase from the new contract?**

The original target increase came from estimating a 10% increase for health insurance, for a total of $275,000. HealthTrust came in at no more than 4.9% increase and School Care came in at a decrease of 2.9%.
The REA Contract for year 2 of 3 was $390,650.
Originally we also estimated an increase of $470,000 for Out-Of-District Placements.

8.On the list of Substitute Needs from the 11-14 School Board Meeting Agenda, there were: These were for date range October 24, 2018 - November 7, 2018
  62 Absences/Vacancies at LRES
  99 Absences/Vacancies at IHGMS
  52 Absences/Vacancies at RHS

The preceding includes full day and/or partial days (even one class period) of all types (personal, professional, sick, internal meetings etc.); also included are absences created by unfilled positions (ex. students needing para subs because of an IEP driven service). There are times when sub positions go unfilled because no substitute can be arranged for.

Could you please provide a list of how many teachers were absent, and how many para's were absent. And how you filled them in house?

  62 Absences/Vacancies at LRES - Teacher = 25   Para = 37
  99 Absences/Vacancies at IHGMS - Teacher = 51   Para = 43
  52 Absences/Vacancies at RHS - Teacher = 38   Para = 16

  Inhouse coverage is shifting personnel around to cover and paid stipend for a teacher subbing for another teacher during planning time per REA Collective Bargaining Agreement

9. How many open/unfilled positions are at each School for the 2018-2019 School year? Could you provide a breakdown by category, i.e teacher, para, etc. with salary and benefits costs for each?

The following are the current openings and estimates of salary and benefit costs using prior employee's information. If no prior employee or benefits elected, used family coverages:

LPN- $19,041.75 Family Medical-$30,139.20   Life- $16.80

Para-educators- 2 MS - $28,411.50   2P medical- $44,647.20   Life $33.60
              5 LRES- $73,881.99 Family Med- $120,556.80 Single-$11,161.80   Life $84.00
              1 RHS- $14,544.27 Family Med - $30,139.20   Life $16.80

Restriction Room Para- $18,135.00   Family Medical-$30,139.20 Life $16.80

Reading Specialist - $44,673.00 Family Med- $25,188.12 Family dental-$1,370.52 Life-$42.00

School Custodian - $25,125.00   2 Per Med-$22,323.60   Life $16.80
    See document *Open Positions 12-3*

10. Can you explain why the School Board voted at the 11-14 School Board Meeting with a Board of three members, to raise the substitute rate of pay to be higher than the Statewide average? And can you explain where you are getting the money to cover these higher rates? Did the Taxpayers vote on this in last year's Budget?

- The Board and Administration have the important responsibility of educating students in the District. The substitute rates were raised because of our significant difficulty obtaining substitutes for our students. A lack of substitutes has an adverse impact on the quality of instruction and support services that the District can provide to students.
- The sub rates that were adopted at the 11.14.18 Board meeting were set to address our serious challenge of hiring more substitutes. Our rates were set where they are in order to make us competitive with some of the surrounding towns such as Epping and Fremont.
- Because we are not able to fill many of the substitute positions that should be filled, we have funds available to pay for the increases in the substitute rates.
- The taxpayers did not vote on this when the current budget was developed, since for at least the past ten years the School Board has set the substitute pay rates, and the budget had included an average of past years. If we *cannot* obtain subs the funds will go unused but our students will lose out; they will not be provided with the quality of educational services they deserve.
- The school board adjusted the rates of substitutes based on the information given. They had a quorum of the board. While the Board has voted on this recently and in the past, the Superintendent has the authority to do this without board approval.
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See document Sub Rate Information

11. What is the surplus for this year estimated to be? Can you provide the last 5 years of how much the surplus was, how much the School kept (the 2.5%) allowed per the warrant article.And what is the total in your fund balance? Can you provide the last 5 years balances at the end of each year?

Past five years of surplus: FY2018 $140,797
                            FY2017 $835,633
                            FY2016 $599,058
                            FY2015 $373,579
                            FY2014 $451,136

Amount the District kept per each of the last five years:

	2018	2017	2016	2015	2014
Facilities CRF	$50,000	$50,000	$0	$0	$0
Retained Fund Balance	$195,000	$175,000	$125,000	$75,000	$0

History of Retained Surplus included.

The School District this year could have Retained a total of $391,545

The Budget Committee is provided with an update on the status of the current operating budget each month. It is too early at this point in time to estimate a surplus of the end of this year fiscal year. Currently a budget freeze is in place because of new hires and unexpected special education costs. We still do not know what new hires will be taking in regards to benefits, because there is a 90 day probationary period for the support staff during which time they do not receive benefits.

12. **For preschool, by law, the School is required to offer preschool to disabled children ages 3-5, but we offer preschool to all. What is the cost to the taxpayer? If we offered preschool to just the disabled, how many children would there be, and how many teachers would be needed?**

How much is subsidized by the taxpayer for the cost associated with the preschool? Did the taxpayers vote to use taxpayer money to offer preschool to all?

- We do not provide preschool to all. Our preschool exists solely *because* of students with educational disabilities but also includes some students without disabilities who pay tuition to the District.
- Your budget binder (Student Services Info Tab) has a document that illustrates the costs of the preschool program including grant funding and revenue from tuition.
- If we offered preschool to only disabled students our ratio would be one teacher to eight students per the stated requirement. With that said, we would need 2 teachers because our current enrollment is 22 disabled students.
- The inclusion of students without disabilities is an important and necessary component of preschool services for students with educational disabilities so that they can be educated with their non-disabled peers as much as possible (learning through play, language, etc.).
- If we were not able to provide a regular, integrated (including non-disabled students) preschool here at LRES we would need to send most of our special education students to other integrated schools along with frequently necessary supports.
- The disbandment of the integrated preschool program at LRES would have a substantial adverse impact on the education of special education students in our District while also decreasing efficiencies and substantially increasing the cost to the District.
- We have developed a slide presentation to illustrate the preceding; it illustrates the estimated comparative costs of tuitioning our preschool students with special needs to other schools.

13. For Kindergarten, by law the School is required to offer 1/2 day kindergarten. According to your data we have full day kindergarten. Was this put on the ballot to vote to use taxpayer dollars to fund full day kindergarten? In many Towns I have seen this put on the ballot. What is the total cost to the taxpayer for full day kindergarten, teachers salary, benefits etc? According to your data you added 2 teachers when Kindergarten went full day.

This was on the ballot in March of 2016 as part of the budget. It was page 9 of that year's presentation to the budget committee. Full-day kindergarten was an initiative included in the 2016-17 budget proposal. The presentation given at Deliberative Session states on the Program Initiatives slide: "Offer full-day kindergarten at LRES. Cost includes: Staff Reallocation of one 1st & one 2nd grade teacher $94,033; Furniture and Curriculum Materiales $10,000; Savings by Elimination of midday Bus Runs ($25,200); Net Cost $78,833." The Salary Adjustments slide then states "Salary for two additional full-day kindergarten teachers $67,786. Staff Reallocation of one 1st and one 2nd grade teacher ($67,786)." There were no changes to the article on the floor of Deliberative. This budget passed 1140-319, and full day kindergarten was implement for the 2016-17 school year.

14. JAG (Jobs for American Graduates is a contracted service, and during discussion at the School Board meeting, it was cut, then put back in. There was discussion on how the program coordinator for JAG could cut it in half, but not as much would be done, and that she would work with you on it as best she could. Why wouldn't you cut it in half and save money? Total cost $41,000.00 you put back in WHY?

Janet Arnett, Executive Director for JAG, did indicate that she would work with us and try hard to obtain additional funding or JAG. However, there was no way to verify or promise in advance any additional funding. In the absence of known funding, we needed to budget as we have done for many years. Students will need to pick their classes and we can not wait on a 3rd party to determine whether or not we could retain the JAG program. This was a 'go' or no-go' decision.

15. School Lunches owed to the District from 2013-2018 are $38,373.60. The taxpayer has to keep paying for parents that do not pay for their children's lunches. What is the plan to stop this? And how is the School going to collect all this money, so this does not keep happening? Parents know if they can't afford meals they can sign up for free lunch. This is not a new problem, why hasn't something already been done?

- *Food Services programs in schools are highly regulated with extensive rules about practices. Our rate of free and reduced lunch eligible families has decreased in recent years.*
- *The Board and administration have taken steps this year to address this situation:*

- A new meal charging Policy is in place, which outlines steps and consequences as practicable and limits the amount of meal charges allowed for high school students to $30 (new this school year).
- We are working to develop a consistent process for accepting donations to apply to outstanding lunch balances.
- We are considering small claims court for some specific cases with notably large outstanding balances.
- There is significant outreach by our Food Services Director to families to complete applications for free and reduced lunch. That being said, they do not simply 'sign up' for free lunch. They must qualify for free lunch or reduced lunch prices.

16. **School Lunches are not covered by the cost of the lunches, the taxpayers are also paying for this. Why is this happening, if it costs X amount to buy something, shouldn't we charge X amount to cover the cost of the food? What can be done so the taxpayers do not have to pay for this shortfall in cost of Food?**

Unfortunately, there is not much that we can do in regards to this. Our hands are tied between the strict guidelines that the School must follow in regards to the USDA. We increase the meals charge each year, however, according to the guidelines, we can only increase a certain amount each year.

17. ~~There are trainers in the Schools, one at the High School for special education, but in the Middle School there is one and it does not specify special education, can you please explain?~~ **Clarification: Question #17 is under Other Services and the code is 500330 and has trainers for the Middle School and High School, what are they for?**
Athletic Trainer Services:
  Recognition & evaluation of athletic injuries
  Management, treatment & rehabilitation of injuries
  Refers athlete to doctor as needed
  Physician coverage (when available) for all home football games
  Physician injury clinics in athletic training room as needed & scheduled by ATC
  Adminstors ImPACT baseline testing & oversees, district concussion protocol
  Assists in proper warm up & practices, as requested by coach staff
  Provide educational programs, upon request, throughout the school year
  Attends daily practices & is available for player & coach injury concerns
  On site coverage for home events for all three seasons with prioritizing taking place for simultaneous events

18. **The unified arts budget has in their budget to purchase pedometers? What is the cost? Why are they needed?**

The pedometers will be used numerous times throughout the school year for grades 1-4. They are designed to track steps for assessing physical activity and fitness. These specific pedometers track steps electronically rather than recording them on note cards with pencil. Each students steps will able to be viewed through the computer or app; which makes it easier for record keeping and is more accurate.

The students love wearing the pedometers. It motivates them to move as much as possible during PE because they love visually seeing how many steps they can get in a class. I have many lessons geared toward pedometer use including the unit "Walk Across NH" where each student tries to attain as many steps it takes to walk across the state!

$3,740- This includes a PE program/curriculum- see link
https://heartzones.com/product/step-tracker-smart-pack/

19. The Technology Budget has increased from $516,634 to 663,682 for the total, the breakdown shows non salary from $223,910 to $343,504
salary and benefits from $292,724 to 320178
Can you please explain the increases and justifications?

Non Salary - This is mostly due to taking equipment out of the CIP and placing into the budget. We've had many conversations internally as well as with the CIP Committee, that these should be placed in the operating budget and not in the CIP.

Salary & Benefits - the biggest reason for this is due to changes in staff that occurred during the year, changes in what current staff are taking as benefits, and the Health Trust "Do not exceed rates" increased by 4.9%.

All of the funding request is based off of the Technology Plan located here:
https://www.sau33.com/cms/lib/NH02216817/Centricity/Domain/33/RaymondTechPlan.pdf

20.What is the REA Course tuition that costs $40,000? It had been in the budget for 2 years. Plus $5,000.00 for REA workshop conference? And another $25,000 REA workshop reimbursement. totaling $70,000.00

Under Article XII A of the REA CBA, the association has bargained for $40,000 for tuition course reimbursement. These are commonly bargained items across the state.

Under Article XII B of the REA CBA, the association has bargained for $25,000 for each year of the agreement for workshop/seminar reimbursement. These are commonly bargained items across the state.

Under Article XIII A of the RES CBA, the association has bargained for $5,000 for staff development programs approved/overseen by the Raymond School District Staff Development Committee.

21. **What is the cost for long distance learning?VLAC And how many students are signed up and how many courses?**

There are 12 students at RHS that have a VLACS class as part of their school day. Additionally, there are more students enrolled in VLACS classes but they work on these outside of the school day. There is no cost to the district. VLACS classes are free to all resident students in NH.

22. **The YEES worker was cut at the middle school, but there is still one at the High School, what is the cost and what is this for?**

The YEES worker provides in home and school support of identified and at risk students at RHS. The worker collaborates with family members, counselors, school officials, teachers and law enforcement professionals to assist students in maintaining positive behavior in order to be successful both at school, and at home. In addition, the YEES worker provides education in regards to employment. The YEES worker assists in completing job applications, interview skills and transportation. This position is cost shared in between the high school (30% - $22,549) and special education (70% - $61,615).

23. **Maintenance contracts 500431 increased for SAU maintenance contract from $22,806 to 38,800, can you explain why?**

The accounting software that the SAU uses is being "phased out" and no longer supported as of April 2019. This is to upgrade the software and to have the software company backup all of the information on their server.

24. **Salary increases, some salary lines are more than the 4.8% which is the increase from the new contract, how are those determined? And what are the percentage ranges?**

This is due to a few factors. The first factor is that Teachers can move across the salary track schedule, upon completion of courses. For example, they can increase from a BA step 3 to a BA+30 Step 3. (Same step, but they can increase their tracks). This is also due to times when new hires are hired and they fare placed on the salary scale; sometimes at amounts greater than those teachers they replaced. During the budget process in Raymond, it is (and was) not uncommon to decrease salary lines based on expected lower salaries for replacement.

The percentage ranges in the Master Agreement range from 0.58% to 4.20% on the step and 1.65% to 1.71% on the track. The salary schedule is on page 17 of the REA Agreement.

25. **After School contract services 500323 for $33,222, what is this?**

Most of our after school program (certified) teachers work for the District as paras during the day so, if they worked all during the school day and the after school program as well, we would run

into an overtime and benefits issue. RCFY helps the District and taxpayers by hiring these teachers and allowing the District to subcontract the services from RCYF. This allows them to work in the program without adding the expense of overtime or full benefits. we subcontract to allow them to work at the program.

26. **After School professional development 500323 for $4,000.00 what is this for?**
Conference/workshop registrations both locally and nationally so this includes travel expenses. We were told by the state to budget $2,000/site.

26.**High School substance abuse counselor 500323 $27,035 can you explain this?**

This covers expenses for the RHS Social Worker. She is currently part time and is in our building 2 days a week. She meets individually with students, facilitates various groups (stress management, anger management, etc.) and provides support to the Raymond Experiential Alternative Program.

*We also have a SAP (fully grant funded) shared between IHGMS and RHS; that is a different position.

27.**Stipends can you explain how they work, and what is jump start stipend, and mentor stipend?**

Stipends are given to employee's that sign up to do something co-curricular that goes outside of their normal day. There is a step schedule that is followed based on how many years they have done the same activity. There is an attached list that we use internally. **This [stipend list] is included.**

The Jump Start Stipend is given to teachers who work during the Jump Start Program for incoming freshmen in August (outside contract hours) . The mentoring stipend is for experienced teachers to serve as mentors for new teachers who come into our District with no previous experience.

28.**Affordable care act penalty $3000.00 what is the penalty for and why are taxpayers paying the penalty?**

The budget includes a fee cost of $3000 in case the ACA Employer Mandate is triggered by a full time employee (30 hrs or more), that is not offered coverage that is affordable or minimum value (MEC, all our plans are MEC) and if that employee then receives subsidized coverage through the exchange for ACA.

The only states who will have individual mandates are MA,VT, NJ,and DC. (Comment from BUD COM) - *These states require that all individuals have health insurance while NH does*

not require this. However, we are mandated to provide affordable health care. This would be a fee to the Employer (Raymond School District) for not providing affordable health care to the employee's.

29. Severance payout 500120 $27,492 Can you please explain how this works?

Per the REA Master Agreement, Article XVII: "Upon separation from employment by the Raymond School District with 10 or more years of service as a bargaining unit member immediately prior to separation, a full-time bargaining unit member under written contract with the School District shall be awarded a sum of money equal to 90 percents of the current rate of substitute teacher per diem pay multiplied by the number of unused sick days accumulated at the time of separation from the School District, up to a maximum of 12 days for each consecutive year of service as a bargaining unit member immediately upon separation".

Per the RESS Master Agreement, Articles XVII, E: "Upon separation of employment from the Raymond School District, employees with fifteen (15) or more years of service shall be paid thirty dollars ($30.00) multiplied by the number of accrued sick days at the time of separation (not to exceed 120 days), provided the employee either: 1. Submits their notice of intent to separate at least 90 calendar days prior to the date of separation, or 2. Is separated from the District due to a reduction-in-force."

Also some administrators have something similar in their contracts. This is an average of what has been spent in the past.

30. Personal time 500127 what is the total liability? How many days can a teacher earn per year, and accumulate over their years of service? Is there a cap on the amount they can earn? How is it paid out? From CBAs.

The total liability for this is $27,438 (# of teachers, times 3 days allowed each, times $85 per diem). They are allowed to earn 3 each year. They are not allowed to be carried forward. The cap is three per year - non cumulative. This is paid out at the end of year when the total unused days is known.

31. ~~Could you provide a list of (all programs, LEAP, YEES, JAG, lunches etc.) that are subsidized by the taxpayer not fully paid for by grants.~~ **Do you have data to support an educational value from these programs?**
Clarification from BUD COM: For #31 Correct, programs that are partially grant or federally funded, how much is paid by funding and how much is paid by taxpayers?

It is important to note that each Grant in the District has very specific requirements and parameters associated with it. One thing that laypeople are not often aware of is that we cannot use grant funds to supplant District funding. This means that it is expressly forbidden to use these grants for the purpose of lowering the tax rate. The funds are to be used to enhance the

services that we provide to students, not take the place of funding that should be provided by the local education agency (the District via the taxpayers). If we were to break the rules and supplant rather than enhance, we would lose our grants.

LEAP: $164,903 by grant, $88,929 by taxpayers before revenues. Data provided in BUDCOM folder.
Title 1 Teacher and Tutors - All grant funded - $222,077
SAP Counselor at IHGMS/RHS - 100%grant funded

IDEA Grant Positions 100% of these positions are through the grant
Preschool Coordinator
Preschool Teacher
Transition/LEA High School
Reading Specialist
School Psychologist

JAG - District pays half of the total cost of the program; the rest of the funding comes through JAG. We do have some data on JAG. The District does not have a grant for this.
NH-JAG provided 12 full months of follow-up services ending on May 31, 2018 for the class of 2017. New Hampshire achieved 5 of the 5 performance outcomes for the 12th year in a row! Results for the NH-JAG Class of 2017:

	Goals	NH-JAG Outcomes	Raymond HS Outcomes
Graduation Rate	*90%*	*100%*	*100%*
Positive Outcomes Rate	*80%*	*92%*	*92%*
Employment Rate	*60%*	*81%*	*92%*
Full –Time Jobs Rate	*60%*	*87%*	*82%*
Full-Time Placement Rate (employment/higher education or combination of both full-time)	*80%*	*97%*	*100%*

32. How much does the taxpayer pay after the Century 21 Grant amount for the programs and what program is it for? *~$89.000 before revenues are factored in. It's for 35% of the entire program, not anything in particular, just to make our budget whole.*

33. **In 2014, Article 7 on the ballot was an advisory petition by the citizens to eliminate the District Curriculum Coordinator in an effort to reduce administrative costs. Did we hire a new one, did we ignore the taxpayers 'voice'?**

From the April 2, 2014 School Board Minutes:

<u>*Curriculum Coordinator Position*</u>*: The School Board reviewed information about the curriculum coordinator position, in light of the recent advisory warrant article regarding the position. Mrs. Small reviewed the backup provided to the Board. During discussion:*

· *There used to be four curriculum coordinators and as well as a separate grant writer;*

· *Revenue generation through grants is not the main purpose of the position;*

· *Curriculum is the focus of the position.*

<u>*MOTION*</u>*: Stephen Reardon moved, seconded by Diane Naoum, to maintain the position of Curriculum Coordinator and to add to the minutes the explanation as to why (in the form of backup provided at this meeting by the Superintendent). Voted unanimously in the affirmative.*

Document in backup folder: School Board Minutes re: Curriculum Coordinator, <u>more information is provided separately.</u>

Curriculum Coordinator - <u>Description of Responsibilities included.</u>
Curriculum Coordinator - <u>Job Description included.</u>

34. ~~*Page 1 of expenses by code: What is the wage pool and why is it increasing by nearly 43%*~~ **Clarification - Question #32 is in expenses by object code in Admin Salary code 500111 Wage Pool - What is wage pool and it went from $34,729 to $49,579 why?**

The wagepool is a 3% increase for anyone that is not in the REA or the RESS master agreements. This would be all the salaried employee's. It increased significantly from last year because new hires were being paid more than what was budgeted for. Also, all three assistant principals were not included in the wage pool calculation for the current year since there was a separate initiative to adjust their salaries (incorporated into the budget).

35. **Page 2 of the expenses by code: ES Site Coordinator was gone for 2 years and we have re-hired them for this year?**

We've never not had an ES Site Coordinator. Pat - so we can just say that we have always had one, right? Could it be that it was paid by the operating budget for a time? T.

Yes, we change what gets paid by the grant and the operating budget yearly just because, with the changes in certain expenses, it's cleaner to do it one way any given year than another.

36. The Town puts the tax impact on their ballot for the Budget and the warrant articles, Why is it not put on for the School, and would you consider voluntarily putting the tax impact on your ballot this year?

The vote by the Town a few years ago (2015) to include tax impact on warrant articles has no bearing on the School District, which is one reason why the District does not do this. Also, the DRA recommends against this practice. As to whether or not the Board would consider this practice, that is not a question that the administration can answer; nor can any individual Board member.

Raymond School District
Staffing Adjustments

FY2012-2013

Desciption:	Teacher/Aides	Administrati	Total
Eliminate one RHS Social Studies Teacher	(47,632)		
Eliminate one RHS Special Education Teacher	(36,585)		
Decrease in Replacement Teacher Salaries	(100,000)		
Total FY2012-2013 Increases / (Decreases)	(184,217)	-	(184,217)

FY2013-2014

Desciption:	Teacher/Aides	Administrati	Total
Eliminate District-Wide Psychologist		(56,919)	
Eliminate IHGMS Special Education Teacher	(56,557)		
Eliminate IHGMS 6th Grade Teacher	(35,206)		
Eliminate LRES Special Education Teacher	(33,922)		
Transfer 1/2 LRES Reading Teacher to DW Title 1 Grant	(30,269)		
Eliminate LRES Media Center Aide	(13,687)		
Eliminate IHGMS Media Center Aide	(12,880)		
Eliminate RHS Guidance Department Aide	(12,880)		
Eliminate IHGMS Physical Education Aide	(12,880)		
Combine SAU Receptionish and Payroll Positions	(12,267)		
Elimiate Guidance Days (LRES 14.5, IHGMS 7, RHS 7)	(8,362)		
Decrease in Replacement Teacher Salaries	(100,000)		
Total FY2013-2014 Increases / (Decreases)	(328,910)	(56,919)	(385,829)

FY2014-2015

Desciption:	Teacher/Aides	Administrati	Total
Eliminate District-Wide IT Technician		(31,764)	
Eliminate 1/2 time LRES Kindergarten Teacher	(15,814)		
Reduce Out-of-District Coordinator to 1/2 time	(15,452)		
Reduce Additional RHA Guidance Days to 10	(2,044)		
Decrease in Replacement Teacher Salaries	(100,000)		
Total FY2014-2015 Increases / (Decreases)	(133,310)	(31,764)	(165,074)

FY2015-2016

Desciption:	Teacher/Aides	Administrati	Total
Eliminate RHS Media Aide Position	(13,359)		
Decrease in Replacement Teacher Salaries	(100,000)		
Total FY2015-2016 Increases / (Decreases)	(113,359)	-	(113,359)

FY2016-2017

Desciption:	Teacher/Aides	Administrati	Total
Salary for two additional full-day Kindergarten Teachers	67,786		

Description	Teacher/Aides	Administrati	Total
Staff Reallocation of one 1st and one 2nd grade Teacher	(67,786)		
Eliminate Out-of-District Coordinator Position	(15,998)		
Stipend for Employees assuming Out-of-Dsitrict Responisibilites	7,500		
Decrease in Replacement Teacher Salaries	(100,000)		
Total FY2016-2017 Increases / (Decreases)	**(108,498)**	**-**	**(108,498)**

FY2017-2018

Desciption:	Teacher/Aides	Administrati	Total
Salary & Benefits for increasing Maintenance Tech from 50% to 75%		22,314	
Salary & Benefits for 40% IHGMS Spanish Teacher	40,432		
Staff Reallocation of 40% RHS Spanish Teacher	(40,432)		
Salary & Benefits for decreasing ELL Teacher from 40% to 20%	(13,687)		
Salary & Benefits for eliminating one Teacher	(52,245)		
Lower Anticipated Salary, Taxes & Retirement for Replacement Employees	(156,262)		
Total FY2017-2018 Increases / (Decreases)	**(222,194)**	**22,314**	**(199,880)**

FY2018-2019

Description:	Teacher/Aides	Administrati	Total
Salary & Benefits for adding one Math Interventionist	56,932		
Salary & Benefits for eliminating one IHGMS 8th Grade Teacher	(56,932)		
Salary & Benefits for eliminating one RHS English Teacher	(94,834)		
Salary & Benefits for eliminating two LRES Teachers (1st & 2nd Grades)	(96,154)		
Salary & Benefits savings by not replacing 1 Speech Specialist	(87,586)		
Salary & Benefits savings by not replacing 1 Speech Assistant	(38,435)		
Salary & Benefits savings by not replacing 1 IHGMS Guidance Counselor	(70,354)		
Salary & Benefits savings by restructuring Special Ed Admin		(68,699)	
Salary & Benefits savings by restructuring Nurse's Offices	(20,626)		
Lower Anticipated Salary, Taxes & Retirement for Replacement Employees	(148,816)		
Total FY2018-2019 Increases / (Decreases)	**(556,805)**	**(68,699)**	**(625,504)**

FY2019-2020

Desciption:	Teacher/Aides	Administrati	Total
Salary & Benefits for adding one Math Interventionist	76,736		
Salary & Benefits for eliminating one RHS Science Teacher	(104,718)		
Salary & Benefits for eliminating 50% RHS English Teacher	(28,889)		
Salary & Benefits for eliminating 2 Special Ed. LRES Para-Educators	(96,902)		
Salary & Benefits for eliminating 2 Special Ed. IHGMS Para-Educators	(63,527)		
Salary & Benefits for eliminating 1 Special Ed. RHS Para-Educator	(41,831)		
Salary & Benefits for adding Before School Program	11,925		
Salary & Benefits for adding 1 DW Groundskeeping Position		69,859	
Lower Anticipated Salary, Taxes & Retirement for Replacement Employees	(75,270)		
Total FY2019-2020 Increases / (Decreases)	**(322,476)**	**69,859**	**(252,617)**

	Teacher/Aides	Administrati	Total
Total Increases / (Decreases) over the past 8 years	**(1,969,769)**	**(65,209)**	**(2,034,978)**

OPEN POSITIONS 18-19   **Updated 12/3/18**   **Former insurance or worse case family**

POSITION	LOC	REPLACE	Former Salary	Medical	Dental	Life
LPN	LRES	Breslin	$19,041.75	$30,139.20	$0.00	$16.80
Para	IHGMS	childs	$13,867.23	$22,323.60	$0.00	$16.80
Para	IHGMS	Sorkin	$14,544.27	$22,323.60	$0.00	$16.80
Para	LRES	Ledoux	$13,855.14	$30,139.20	$0.00	$16.80
Para	LRES	Wicks	$13,855.14	$30,139.20	$0.00	$16.80
Para	LRES	Lockley	$12,996.75	$30,139.20	$0.00	$16.80
PARA	LRES	New	$14,544.27	$30,139.20	$0.00	$16.80
Para	LRES	Woltering	$18,630.69	$11,161.80	$0.00	$16.80
Para	RHS	New	$14,544.27	$30,139.20	$0.00	$16.80
Reading Specialist	LRES	Franchini	$44,673.00	$25,188.12	$1,370.52	$42.00
Restriction room Para	IHGMS	Carri	$18,135.00	$30,139.20	$0.00	$16.80
School Board Clerk	SAU	Heywood	135 per meeting	no benefits	$0.00	$0.00
School Custodian	IHGMS	Wager	$25,251.00	$22,323.60	$671.13	$16.80

18-19 SUBSTITUTE DATA	Non-certified Teacher Sub	Certified Teacher Sub	Para Sub	Nurse Sub	Food Service Sub	Custodian Sub
Raymond School District 18-19 Substitute Rates	$65 per day	$75 per day	$55.25 p/day or $8.50 p/hr	$75 per day	$8.50 per hour	$8.50 per hour
State-wide Substitute Rate Average	$73 per day	$75 per day	$73 per day	$118 per day	$9.80 per hour	$12.50 per hour
Bordering Towns Subsitute Rate Average	$72 per day	$75 per day	$70 per day	$106 per day	$9.13 per hour	$10.25 per hour
Recommended Change to Raymond Rates	$75 per day	$85 per day	$75 per day	$100 per day	$8.50 per hour	$10.00 per hour
Recommended Incentive for Subs to work in Raymond- After 20 days of Subbing per school year, increase Teacher/Para Sub rates $10 per day						

Total absences/vacancies 10/24-11/7 and if they were filled by a Substitute

	Was absence filled by Sub?	How many absences not filled by Sub?	How many unfilled covered in house**? How many unfilled did not need Sub? How many absences were not covered?			
Absences include partial days						
LRES						
62 Absences/Vacancies	12 filled by sub-28%	46 unfilled-31%	33 filled in house			
			2 absences did not need a sub			
			11 absences not covered			
TEACHERS	25 ABSENCES					
PARA	37 ABSENCES					
IHGMS						
99 Absences/Vacancy	52 filled-53%	47 unfilled-48%	25 filled in house			
			18 absence did not need subs			
			4 absences not coverage			
TEACHERS	51 ABSENCES					
PARAS	43 ABSENCES					
RHS						
52 Absences/Vacancies	21 filled-41%	30 unfilled-58%	17 filled in house			
			13 absences not covered			
TEACHERS	36 ABSENCES					
PARAS	16 ABSENCES					

**In house coverage is shifting personnel around to cover and paid stipend teacher subbing

Raymond Bordering Towns Sub Rates- 18-19

SAU	Teacher Sub Rate	Certified Teacher Sub	Para Sub Rate	Nurse	Food Service	Custodian
Auburn Sau 15	$65	$65	$65	$125	$8.00	$10.00
Candia Sau 15	$65	$65	$60	$125	$8.00	$10.00
Chester	$80	$80	no info available	no info available	no info available	no info available
Derry	$65	$65	$50	$100	no info available	$12.00
Dover	$75	$80	$75	$95	no info available	
Epping	$85	$85	$85	no info available	$10.25	$10.50
Fremont	$70	$80	$70	$100	none	$8.75
Hampton	$80	$80	$80	$125	$12.00	$12.00
Hooksett-Sau 15	$65	$75	$65	$125	$8.00	$10.00
Manchester	$70	$70	no info available	no info available	no info available	no info available
Northwood-Sau44	$70	$70	$70	$100	Hourly set at hire	Hourly set at hire
Nottingham-Sau 44	$70	$70	$70	$100	Hourly set at hire	Hourly set at hire
Raymond	$65	$75	$55.25	$75	$8.50	$8.50
Sanborn Regional	$90	$90	$90	no info available	no info available	no info available
Strafford- Sau 44	$70	$70	$70	$100	Hourly set at hire	Hourly set at hire
AVERAGE	$72	$75	$70	$106	$9.13	$10.25

Option- increase per diem after 20 days worked as a substitute for our District

Raymond School District
Amount Returned to Town

2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
140,797	835,633	599,058	373,579	451,136	222,588	393,847	544,188	797,554	869,814

2017 - High Teacher turnover and unfilled positions
Teacher contract for 2018

Raymond School District
SAU 33
Co-Curr Salary Schedule

	BASE	$400	$600	$800	$900	$1,000	$1,050	$1,200	$1,400	$1,500	$1,600	$1,800	$2,000	$2,100	$2,700
+7%	2 yrs.	$428	$642	$856	$963	$1,070	$1,124	$1,284	$1,498	$1,605	$1,712	$1,926	$2,140	$2,247	$2,889
	3 yrs.	$458	$687	$916	$1,030	$1,145	$1,202	$1,374	$1,603	$1,717	$1,832	$2,061	$2,290	$2,404	$3,091
	4 yrs.	$490	$735	$980	$1,103	$1,225	$1,286	$1,470	$1,715	$1,838	$1,960	$2,205	$2,450	$2,573	$3,308
+5%	5 yrs.	$515	$772	$1,029	$1,158	$1,286	$1,351	$1,544	$1,801	$1,929	$2,058	$2,315	$2,573	$2,701	$3,473
	6 yrs.	$540	$810	$1,080	$1,216	$1,351	$1,418	$1,621	$1,891	$2,026	$2,161	$2,431	$2,701	$2,836	$3,647
	7 yrs.	$567	$851	$1,135	$1,276	$1,418	$1,489	$1,702	$1,985	$2,127	$2,269	$2,553	$2,836	$2,978	$3,829
	8 yrs.	$596	$893	$1,191	$1,340	$1,489	$1,563	$1,787	$2,085	$2,234	$2,382	$2,680	$2,978	$3,127	$4,020
	9 yrs.	$625	$938	$1,251	$1,407	$1,563	$1,642	$1,876	$2,189	$2,345	$2,502	$2,814	$3,127	$3,283	$4,221
+3%	10 yrs.	$644	$966	$1,288	$1,449	$1,610	$1,691	$1,932	$2,255	$2,416	$2,577	$2,899	$3,221	$3,382	$4,348
	11 yrs.	$663	$995	$1,327	$1,493	$1,659	$1,742	$1,990	$2,322	$2,488	$2,654	$2,986	$3,317	$3,483	$4,479
	12 yrs.	$683	$1,025	$1,367	$1,538	$1,708	$1,794	$2,050	$2,392	$2,563	$2,734	$3,075	$3,417	$3,588	$4,613
	13 yrs.	$704	$1,056	$1,408	$1,584	$1,760	$1,848	$2,112	$2,464	$2,640	$2,816	$3,168	$3,519	$3,695	$4,751
	14 yrs.	$725	$1,088	$1,450	$1,631	$1,813	$1,903	$2,175	$2,538	$2,719	$2,900	$3,263	$3,625	$3,806	$4,894
	15 yrs.	$747	$1,120	$1,494	$1,680	$1,867	$1,960	$2,240	$2,614	$2,800	$2,987	$3,360	$3,734	$3,920	$5,041
	16 yrs.	$769	$1,154	$1,538	$1,731	$1,923	$2,019	$2,307	$2,692	$2,884	$3,077	$3,461	$3,846	$4,038	$5,192
	17 yrs.	$792	$1,188	$1,584	$1,783	$1,981	$2,080	$2,377	$2,773	$2,971	$3,169	$3,565	$3,961	$4,159	$5,348
	18 yrs.	$816	$1,224	$1,632	$1,836	$2,040	$2,142	$2,448	$2,856	$3,060	$3,264	$3,672	$4,080	$4,284	$5,508
	19 yrs.	$840	$1,261	$1,681	$1,891	$2,101	$2,206	$2,521	$2,942	$3,152	$3,362	$3,782	$4,202	$4,413	$5,673
	20 yrs.	$866	$1,299	$1,731	$1,948	$2,164	$2,272	$2,597	$3,030	$3,246	$3,463	$3,896	$4,328	$4,545	$5,843
	21 yrs.	$892	$1,338	$1,783	$2,006	$2,229	$2,341	$2,675	$3,121	$3,344	$3,567	$4,013	$4,458	$4,681	$6,019
	22 yrs.	$918	$1,378	$1,837	$2,066	$2,296	$2,411	$2,755	$3,214	$3,444	$3,674	$4,133	$4,592	$4,822	$6,199

This longevity schedule reflects a 7% increase through the fourth year of experience, then a
5% increase from the fifth through the ninth year, and then a
3% increase from the tenth year +.

Call to Order: The meeting was called to order at 7:00 PM. Present: School Board Members John Harmon, Diane Naoum, Stephen Reardon, and Tina Thomas; Student Representative to the School Board Faith Miller; Administrator in Charge of Superintendent Services Ellen Small; Business Administrator Ron Brickett; Iber Holmes Gove Middle School Principal Bob Bickford; Raymond High School Assistant Principal Tim Hodgdon.

Proof of Posting: It was noted that the meeting was properly posted.

Pledge of Allegiance: All those in attendance stood and recited the Pledge of Allegiance.

Public Input: There was no public input forthcoming.

Our Students/Our Schools: IHGMS teachers Mary Fosher and Pat Popieniek, along with Mr. Bickford, and students Jeffrey Rivard, Jenny Ferm, and Joe Cantwell, talked with the Board about the middle school level quality performance assessments. They reviewed the minimum requirements for a successful performance assessment, along with the checklist that teachers go through in order to determine that a student assessment is quality work. They also talked about the changes to their teaching as a result of adding performance assessments to the instruction. The students talked about their experiences doing performance assessments.

RHS 2014 Graduation Caps and Gowns: RHS students requested permission from the School Board to wear green and white gowns at their 2014 graduation ceremony. They reported that there were no issues last year when they used green and white gowns instead of all green, which had been done for the previous few years. Mrs. Small's recommendation was that the students be allowed to wear white and green if that what they choose. MOTION: Tina Thomas moved, seconded by Diane Naoum, that starting with 2014 and going forward, the colors of the caps and gowns for RHS graduation ceremony will be green and white. The motion was amended by Ms. Thomas, and seconded by Mrs. Naoum, to allow the senior class to decide each year whether to use all green or green and white caps and gowns. Voted unanimously in the affirmative.

REE Contract Signing: Mr. Harmon reviewed the one year contract between the REA and the Board and the updates from the current contract. Pat Popieniek was present to sign the contract on behalf of the REA Negotiating Team. Ms. Popieniek and the School Board signed the contract.

Set Date for NECAP Work Session: The School Board scheduled a standards-based grading public forum and NECAP work session for April 30th at 7:00 PM.

Curriculum Coordinator Position: The School Board reviewed information about the curriculum coordinator position, in light of the recent advisory warrant article regarding the position. Mrs. Small reviewed the backup provided to the Board. During discussion:
- There used to be four curriculum coordinators and as well as a separate grant writer;
- Revenue generation through grants is not the main purpose of the position;
- Curriculum is the focus of the position.
MOTION: Stephen Reardon moved, seconded by Diane Naoum, to maintain the position of Curriculum Coordinator and to add to the minutes the explanation as to why (in the form of backup provided at this meeting by the Superintendent). Voted unanimously in the affirmative.

Committee Reports: Mr. Reardon reported for the Cable Committee that the RHS Principal has been meeting with Kevin Woods regarding education options. There has also been discussion about reworking the structure of the cable system and control room downstairs at RHS.

RAYMOND SCHOOL DISTRICT

Curriculum Coordinator

Qualifications: Curriculum Coordinator State Certification

Minimum of five years teaching experience preferred

Reports to: Superintendent

The following statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Job Goal:
To assist in the development, implementation and revision of the Raymond School District's curriculum and instruction program. As the primary writer, the Curriculum Coordinator will coordinate efforts to apply for competitive grants.

Knowledge, Skill and Abilities Required:
- Skill in the use of personal computers and related software applications
- Ability to coordinate and organize meetings
- Knowledge of teaching methods, techniques and standards
- Knowledge and understanding of curriculum researching, development and implementation
- Skills in organizing resources and establishing priorities
- Ability to gather data, compile information and prepare reports

Performance Responsibilities:
1. Supervise and coordinate the instructional, assessment, and curricular programs for grades K-12
2. Maintain close contact with principals and teachers in the areas of instructional responsibility through classroom visitations, in-service programs, faculty meetings, department/team meetings, conferences, and other appropriate methods of communication
3. Assist in the development, review, assessment, and revision of curriculum for grades K-12 to ensure alignment/compliance with state and local policies including but not limited to Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs) and Common Core Standards.
4. Develop a timeline for review and revision of K-12 curriculum based on data provided by state and local sources
5. Review the curriculum and instructional program for home schooled children and correspondence classes in coordination with Superintendent or his/her designee
6. Coordinate at a minimum monthly with building mentors to assist in areas of curriculum responsibilities to help ensure a smooth adjustment to the Raymond School District
7. Provide mentoring support when requested
8. Attend meetings called by the district administration
9. Assist when requested in the hiring process
10. Participate in continual professional development
11. Assist when requested by administration in title grant applications
12. Responsible for the research, writing and coordinating of competitive grants
13. Coordination of Summer Enrichment Programs

Contract Year: 260-261 days

Approved: May 1, 2002
Revised: December 5, 2002
Revised: March 20, 2012
Revised: June 12, 2013
Revised: July 16, 2013

Curriculum Coordinator Position: Responsibilities Defined

1. With the transition to the Common Core, it is imperative that there is oversight District-Wide to implement the new standards including: literacy across the curriculum (both reading and writing in all disciplines and across all grade levels); Performance Based Assessments (training, writing, critiquing and implementing); facilitating vertical meetings to ensure curriculum alignment grades K-12; Career and College ready programs and lessons; coordinating, training and writing of both common and formative assessments; and guiding, presenting and organizing Professional Development. This charge alone is a full time job. We have gone from 4 curriculum coordinators down to one. In my research on what is being done in other districts, it is mixed. Many districts have one curriculum coordinator per school. Others have 4 per school- one for each academic area with unified arts added in to their responsibilities. As our obligations and constraints continue to increase due to federal and state regulations concerning curriculum, it becomes more and more important to have someone oversee our compliance and alignment with the standards.

2. Communication is a very important part of this job to keep all three schools aligned: Meets with principals on a weekly basis, attends leadership meetings at all three schools, observes classrooms of new teachers, presents at faculty meetings, communicates to teachers through personal visits, e-mail and blogs.

3. Teacher Effectiveness Committee- our Curriculum Coordinator is an integral part of the switch in our evaluation system. The Curriculum Coordinator is setting up training to take place this summer for teachers on how to write Student Learning Objectives as part of the new requirements for evaluations. Teachers will have 20% of their evaluation based on student growth and will need to be trained in writing these SLO's and how to include them in their goals. Our Curriculum Coordinator will take the lead on both the training and implementation as it will be happening District-Wide.

4. Reviews curriculum both within departments and within grade levels to ensure compliance with state and local priorities and standards. Once the review processed is finished (this is year-long) the curriculum is revised and implemented- this is a cyclical process

5. Developed a time line for instructional revisions based on this review. New books and programs are chosen to align with the standards- this consists of contacting vendors, collecting books, creating a committee to review books and programs, oversight of pilot trials of the programs, coordinating visits to other districts, presenting at a faculty meeting (or grade level or dept., as appropriate), presenting the choice to the School Board

6. Works closely with the IT Director on curriculum based issues. This includes questions about the report cards and standards. They meet on a regular basis.

7. Software coordinator for the many programs being used in classrooms by our teachers. For the first time, we have been reviewing use and analyzing effectiveness of some of these programs. This included creating a survey and spreadsheet. Some no-longer-used programs have been eliminated, saving the district money. This is an on-going process.

8. In charge of the mentoring program: choosing mentors for our new teachers, training of new teachers and their mentors, setting up and running meetings for the new teachers and mentors, observations, modeling lessons in a class, help with classroom management advice, etc.

9. Active participant in administration meetings and decisions.

10. Provides professional development based on our needs and requests from teachers. Follow-up with additional meetings to maintain the professional development.

11. Grading Committee-Curriculum Coordinator is the Chair of this committee and is responsible for the agenda and following up with requests for adjustments in the standards, for helping teachers write the standards and developing the rubrics for the report cards.

12. Home-school students- answers questions and assists with curriculum related issues

13. Writes grants for our state and federal funding. This year our Curriculum Coordinator was responsible for bringing in $66,714 in grants- some of this money was used for the Nextpert, professional development programs and coaches for the middle and elementary schools. She has also assisted in the Title 1 grant which this year totaled $270,000 which paid for our Title 1 program and also was used to purchase ipads. Curriculum Coordinator continues to research and write grants for some of the more competitive funds- most of which come due at this time of year. She is spending quite a bit of time this season on this effort.

14. Coordinates Summer Enrichment programs: this includes Raymond Roundtables (both high school and middle school) with Phillip Exeter Academy and our professional development that we offer our teachers. This year she is coordinating, planning and setting up for summer: Science Institute for elementary teachers; a train the trainer program for our new Teacher Evaluation System, Responsive Classroom, Plato for credit recovery, writing of common assessments and formative assessments, a workshop on Strategies for having Rigor and Relevance in lessons (a follow-up of the workshops we have done this year).

Curriculum Coordinator Job Responsibilities- Raymond School District

Lead on District-wide Curriculum, Instruction and Assessment

- NWEA username and password –highest level of access
  - Reports: Ordering and analysis of results, test arrangements, instructional connections based on testing data, contacts, connection to NWEA-Performance Plus
- Performance Plus- Highest level of access
  - NHDOE reports, 'CurriculumConnector' (Mapper) connection; Teacher, courses, departments, building level and district accountability to NHDOE
- Common Core State Standards Curriculum Redesign Coordinator
  - Guide all teachers through the process of CCSS curricular unit redesign
  - Coordinator of CCSS Professional Development supporting CCSS curricular redesign
  - Coordinator and guide to all CCSS Professional Development supporting Authentic Common Formative and Summative Assessments
- Curriculum Connector Organizer
  - Curriculum Mapping rollovers, adjustments, activations, continued alignment to the Common Core State Standards
- Curriculum Mapping K-12-coordintor
  - UbD Organizer, facilitator, curriculum, instruction and assessment lead-district-wide PreK-12
- Guidance Curriculum Mapping
  - Curriculum Mapping rollovers, adjustments, activations, continued alignment to the Common Core State Standards
- Compass Learning Coordinator-Highest Level of access
  - Lead contact, installation coordinator for all students and teachers grades 3-12, instructional and assessment lead
- Coordinator for all Publishing companies –student and Teacher materials
  - Organizing all materials and ordering, distributing
  - Responsible for alignment and augmentation of all curricular materials to the Common Core State Standards
- Reading Plus District Access – Coordinator
  - Lead contact, installation coordinator for all students and teachers grades 3-12, instructional and assessment lead
  - Training coordinator for LRES and IHGMS
- Competitive Grant Writing and Organizing – District-wide
- Title 1, Title 11, Elementary and Secondary School Counseling Program Grant
  - Coordinator and lead contact

- DINI Management/Coordination, meetings, correspondences and action steps
- Foundation Center – Grant research coordinator – Highest level of access
  - Potential Grants-2013-2014
    - Out of School Youth Workforce Investment Grant
    - In School Youth Workforce Grant
    - Art in Schools-Crayola Grant
    - Technology Supports
    - Outdoor Classroom Grant
    - STEM Grant
- Common Core State Standards integration coordinator District Wide- full implementation by 2013, with testing adjustments in 2015
- Smarter Balanced Performance Based Assessment aligned with the CC -contact
- Smarter Balanced Coordinator
- Augmenting existing materials district-wide to align with CCSS – 2013-2015 full implementation
- CCSS vertical alignment for integration by 2015
  - All departments, subjects and courses
- HS Trimester training and block schedule support
- Writing Across the Curriculum- Collins writing coordinator
- Standards-Based Grading –District-Wide implementation 2013-2014
  - Committee chair and Curriculum, Instruction and Assessment lead
- Summer professional development – Summer Institute Coordinator
  - All subjects and grade levels
- Coordinator of Teacher Mentoring program
  - Training and monitoring of mentors and protégés
  - Mentoring teachers beyond year 1 at principals recommendation
  - Implement an Induction Program for Teachers Strategic Plan 2012-2017
- District Home School Intervention Coordinator
- Scheduled Meetings to coordinate with
  - Superintendent and Building Administrator - weekly
  - Admin Team- 2x month
  - Leadership meetings at all building levels- weekly
  - Staff Meetings – monthly
  - i3 team – HS weekly
  - Department Heads- HS weekly
- Committees
  - Chair
    - Standardized Based Grading Committee

- - Curriculum, Instruction and Assessment Council
  - 21st Century Learning Committee
  - Technology Committee
  - o Member
    - Administration
    - Professional Development Committee
    - Energy Reduction Committee
    - Data Team
    - 21st Century Advisory Team
    - RCFY
- Supervise/Chair of Book selection or curriculum selection teams
- Follett – old books selling
- Staff relations, which are critical for moving initiatives
- BYOD expansion IHGMS 2012-
- BYOD Pilot coordinator at HS 2012-2013 and expansion
- BYOD Pilot Coordinator at LRES for 2013-2014
- eReader Pilot program expansion (gr. 8-12)
- 1:1 computing and Moodle use in Grades 3 & 4 from Title IID ARRA Project
- Technology:
  - o New AUPs (staff and student) with BYOD language
  - o Updating Technology Plan – NHDOE approval must to apply for e-rate funding!
- Strategic Plan 202-2017 Responsibilities
  - o Develop and Implement technology and educational resources district-wide to support 21st Century Learning Strategies (Goal #3)
    - Implementation of standards-based grading including IEP
    - Student-set academic goals
    - Special education adjustment to contain CCSS
    - Ongoing data collection and analysis to measure 21st Century learning strategies and results
    - Incorporate technology competencies across the curriculum
  - o Develop a district-wide whole languages program (Goal #8)
  - o Develop flexible school schedules for students and staff based on educational needs.
  - o Implement an Induction Program for Teachers
    - Form committee of stakeholders
    - Research
    - Develop program and manual

- - Implement program
  - Evaluate program
- Coordinator and developer of Raymond School District and Southern NH University Partnership
- District Trainer – Project CRISS – instructional strategies specialist

Curriculum Coordinator Outcomes and Responsibilities

Federal Grant Management

Title I - $324,570 (Highlight, Ran Middle School Summer Title 1 Program for first time).
Title IIA - $64,450
Title IV - $31,536 (New)

Professional Development

Education Accelerator via MindSpark - $15,000 (Free through sponsorship with Plymouth State and Morgridge Foundation).

Seacoast NH QPA Institute - (Free through New Hampshire Learning Initiative).

Dyslexia Training - (Free)

UNH Teaching Through Learning Course for 15 Educators. ENGL 920 Issues in Teaching English; 2 Credits

RtI and MTSS development of RtI playbooks in each building

The Master Teacher Paraeducator Learning Network.

Fundations Level 1 Workshop provides the practice and guidance needed to effectively begin teaching the Fundations Level 1 curriculum in a Tier 1 setting.

Responsive Classroom Trainings

UbD Unit Planner

Rubric Trainings

Reading and Writing Project Network, Quick Start Units of Study for Writing/Reading.

CPI Trainings

Induction Trainings

Highlights in Transition to Competency Based Grading

Transition to CBE
- Communication
  - Forums
  - Newsletters
  - Staff Meetings
  - PD Days
- Alignment
  - Vertical and Horizontal Alignment
- Documents
  - Scope and Sequence
  - Rubric Template
- District Report Card
- Work Study Practices
- Assessment
- Began STAR 360 Assessment for RtI
- Transitioned to SAS from SBAC

Curriculum, Instruction and Assessment Coordinator

Qualifications: Curriculum Coordinator State Certification Preferred

Minimum of five years teaching experience required; Master's Degree and leadership experience preferred

Reports to: Superintendent

The following statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Job Goal:
Lead the development, implementation and revision of the Raymond School District's curriculum, instruction and assessment program.

Knowledge, Skills and Abilities Required:

- Ability to facilitate the collaborative work of educators to accomplish District priorities
- Able to effectively plan, coordinate and chair meetings and professional learning activities
- Knowledge of teaching methods, instructional strategies and curriculum standards
- Strong knowledge and understanding of curriculum researching, development and implementation
- Skills in establishing priorities and allocating resources
- Knowledge of a wide range of student assessments
- Ability to gather data, compile information and prepare reports using technology skills
- Able to communicate clearly and effectively with a variety of stakeholders

Performance Responsibilities:

1. Supervise and coordinate the instructional, assessment, and curricular programs for grades preschool-12
2. Maintain close contact with principals and teachers in the areas of instructional responsibility through classroom visitations, in-service programs, faculty meetings, department/team meetings, conferences, and other appropriate methods of communication
3. Assist in the development, review, assessment, and revision of curriculum for grades preschool-12 to ensure alignment/compliance with state and local policies, requirements and standards.
4. Develop a timeline for review and revision of preschool-12 curriculum based on the priorities of the District and data from state and local sources
5. Stay abreast of new requirements and trends related to curriculum, instruction and assessment and communicate these to other key leaders in the District
6. Collaboratively plan and coordinate professional development activities aligned with District needs and priorities
7. Coordinate District assessment program
8. Chair District data team
9. Spearhead collaborative analysis of assessment data to guide improvements in the instructional program
10. Coordinate and oversee the teacher induction/mentoring program
11. Write and administer Title I and II grants
12. Coordinate and oversee all aspects of the Title I program
13. Responsible for the research, writing and coordinating of competitive grants
14. Prepare reports for and present information to the School Board
15. Review the curriculum and instructional program for homeschooled students as needed in coordination with the Superintendent or his/her designee
16. Coordination of Summer Enrichment Programs
17. Other duties as assigned by the Superintendent

Contract Year: 260-261 days

Approved: May 1, 2002
Revised: December 5, 2002
Revised: March 20, 2012
Revised: June 12, 2013
Revised: July 16, 2013
Revised: September 6, 2017

Raymond School District Pre-School Comparison

November 7, 2018
Presented by:
Scott Riddell, Laura Yacek &
Stacey Wooster

Preschool

Our legal obligation as a district

Continuum of Alternative Educational Environments – Ages 3-5	Description
Early childhood program	A preschool child with a disability attends an early childhood program that includes at least 50% nondisabled children.
Home	A preschool child with a disability receives some or all of his/her supports and services in the child's home.
Early childhood special education program	A preschool child with a disability attends an early childhood special education program which can include any of the classrooms described in Ed 1113.10(c)(5).
Service provider location	A preschool child with a disability receives supports and services from a service provider.
Separate school	A preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.

Preschool

Our legal obligation as a district

Ed 1113.10 Class Size and Age Range.

(a) The following shall apply to the early childhood program for children with disabilities ages 3 through 5:

(1) A preschool child may receive some or all special education and related services in a regular early childhood program as determined by the IEP team; and

(2) Qualified personnel shall provide services as identified in the IEP or IFSP.

(c) The following shall apply to early childhood special education programs which are made up of early childhood special education classes:

(1) An early childhood special education class shall be considered a special education class when it includes less than 50% children without disabilities;

(2) In an early childhood special education program there may be more than one early childhood special education class;

(3) The LEA shall ensure the individual needs of the children with disabilities can be met when determining the number of children to be enrolled and staffing in the early childhood special education class;

(4) Preschool children with disabilities will be placed in an early childhood special education program consistent with Ed 1111.01(a) and CFR 300.114;

Preschool

Our legal obligation as a district

(5) Preschool children in an early childhood special education class shall be between the ages of 3 and 5 years of age, a 2 year old who turns 3 during the school year, or a 5 year old who turns 6 after September 30 of the school year;

(6) The minimum teacher to student ratio in all early childhood special education classes shall be:

    a. One qualified teacher for one to 8 preschool students;

    b. One qualified teacher and one qualified paraprofessional for 8-12 preschool students unless the needs presented by the severity of the disabilities warrants the assignment of additional staff; or

    c. Two qualified teachers for 8-12 preschool students;

(7) The maximum number of preschool children in an early childhood special education class shall be 12; and

(8) Regardless of the specific teacher-student ratio, each program shall provide personnel who are endorsed in the area of disability consistent with the student population of the program.

Raymond Preschool

Tuition

$108/month - For students that are not part of Special Education

Capacity

43 Students total

Staffing

2 Teacher
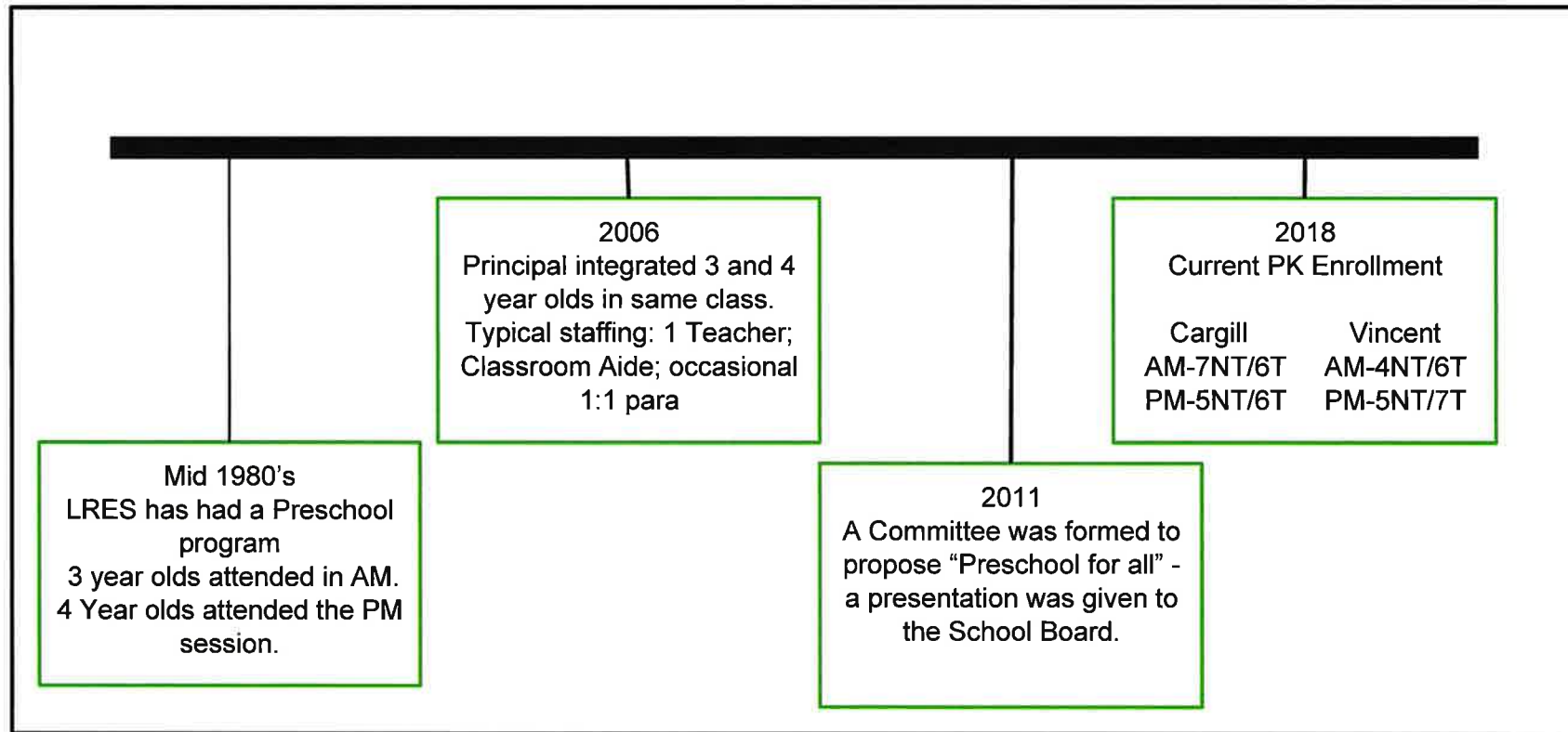
4 Paraeducators

1 Autism/Program Coordinator (contracted service)

———

History of Preschool at LRES

2006
Principal integrated 3 and 4 year olds in same class.
Typical staffing: 1 Teacher; Classroom Aide; occasional 1:1 para

2018
Current PK Enrollment

Cargill	Vincent
AM-7NT/6T	AM-4NT/6T
PM-5NT/6T	PM-5NT/7T

Mid 1980's
LRES has had a Preschool program
3 year olds attended in AM.
4 Year olds attended the PM session.

2011
A Committee was formed to propose "Preschool for all" - a presentation was given to the School Board.

Current Raymond Preschool Process

- LRES enrolls students for the preschool all year long.

- Children who currently receive Early Supports and Services and present as having an educational disability will be evaluated for special education.

- Determination will be made prior to the child's third birthday.

- If a child is eligible for Special Education, the IEP is developed and implemented on or before the child's 3rd birthday. (Regardless of the child's date of birth, i.e. late spring, summer or early fall).

- To date there are 12 students in the referral process

- Assignments are made for AM and PM classes - Ensuring that each class has at least 50% Non-Identified students.

- At the present time, there are 74 non-identified students on the Waitlist. (Not all children on the list are 3 years of age or older.)

Typical day at LRES

- ❖ Arrival/Morning Seat Work
- ❖ Puzzles on the Rug - Whole Class
- ❖ Circle - Morning Meeting
  - ➢ Greeting
  - ➢ Calander
  - ➢ Weather
  - ➢ Fundations -*Principles of instruction explicit and systematic: interactive, incorporating multisensory instruction and motor memory learning: and offers ample opportunities for practice and feedback.*
  - ➢ Smartboard activity for Letter of the day
- ❖ Break/Snack
- ❖ Library
- ❖ Story
- ❖ Projects/Centers
- ❖ Outside or Smartboard activity for Movement
- ❖ Dismissal-Home

Preschool Comparison

4 Private Preschools and
4 Public Preschools
were chosen for comparison

Private Preschools

- St. Benedict Academy - Manchester
- Hampstead Academy - Hampstead
- World Academy - Nashua
- Play, Laugh, Grow - Raymond

Public Preschools

- Derry Early Education - Derry
- Sandown Central School - Sandown
- Pelham Elementary - Pelham
- Epping Elementary - Epping

Private Preschools

St. Benedict Academy

Tuition

$5,300/5 days/10 month

$530/Month

Capacity

14 Students

Staffing

1 Teacher

Hampstead Academy

Tuition

$16,900/yr - Pre-K & K - All day

$3,200/yr - 2 day AM

$4,800/yr - 3 day AM

$8,050/yr - 5 day AM

Capacity

10 Students

Staffing

1 Teacher

World Academy

Tuition

2 days $770/month - 3 Yr Old

3 days $1028/month - 3 Yr Old

2 days $730/month - 4 Yr Old

3 days $980/month - 4 Yr Old

Capacity

3 Year Olds - 16 Students

4 Year Olds - 22 Students

Staffing

3 Yr Old - 2 teachers

4 Yr Old - 2 Teachers

Play, Laugh, Grow

Tuition

$210/week

Capacity

20 students

Staffing

1 Teacher

Public Preschools

Derry Early Education

Tuition

2 days $170/month - 3 Yr Old

3 days $210/month - 4 Yr Old

Capacity

3 Year Olds - 16 Students/3 classrooms

4 Year Olds - 22 Students/3 classrooms

Staffing

3 Yr Old - 3 Teachers

4 Yr Old - 3 Teachers

Sandown Central School

Tuition

2 full days $1350/Yr - 3 Yr Old

3 half days $1100/Yr- 3 Yr Old

3 full days $2700/Yr - 4 Yr Old

4 half days $2200/Yr- 4 Yr Old

Capacity

3 Year Olds - 16 Students

4 Year Olds - 22 Students

Staffing

3 Yr Old - 1 teachers

4 Yr Old - 1 Teachers

Pelham Elementary

Tuition

$120/month half day - 3 Yr Old

$100/month half day - 4 Yr Old

Capacity

15 Students - 3 Yr Old

15 Students - 4 Yr Old

Staffing

3 Teachers - 3 Yr Old

3 Teachers - 4 Yr Old

Epping Elementary

Tuition

$140/month

Capacity

25 students/session

Staffing

One Teacher

One Aide

LRES Preschool Comparison

LRES Current Program costs Early Childhood Program

Tuition

5 half days - $108/month - Non-Identified

5 half days - $0/month - Identified

Capacity

43 Students

22 - non-identified

21 - identified

Staffing

2 Teacher/Case Mgr. - 1 is Grant Funded

4 Paraeducators

1 Autism/Program Coordinator - Grant Funded

TOTAL w/Rel. Services

$247,965.00

Projected Costs for LRES Early Childhood Special Education*

Tuition

5 half days - $0/month - Identified

Capacity

21 - identified

Staffing

2 Teacher/Case Mgr. - 1 is Grant Funded

4 Paraeducators

1 Autism/Program Coordinator - Grant Funded

TOTAL w/Rel. Services

$332,404.00

- Projected costs if the early education program at LRES was disbanded.

Pelham Elementary

Tuition

$120/month half day - 3 Yr Old

$100/month half day - 4 Yr Old

Capacity

15 Students - 3 Yr Old

15 Students - 4 Yr Old

Staffing

3 Teachers - 3 Yr Old

3 Teachers - 4 Yr Old

TOTAL w/Rel. Services

21 students $288,496.80

33 students $348,277.82

Raymond Preschool

Potential Option

1) Change our current 5 day multiage program to a....

2 day - 3 year old program

3 day - 4 year old program

This will allow us the opportunity to increase our student enrollment for non-identified student

2) increase our tuition rate from $108 a month to $145 a month for a 2 day program and $175 a month for a 3 day program

Summary

Current vs projected potential revenue:

Current tuition revenue: $22,680 based on 21 students.

Potential estimated revenue based on 21 students (10/11):

$33,750.

Increase of $11,070 in revenue.

_____

Raymond School District

SAU 33

Technology Plan

June 2018

Plan Cycle – July 1, 2018 – June 30, 2024

Raymond School District:

Raymond High School

45 Harriman Hill Road

Raymond, NH 03077

603-895-6616

Iber Holmes Gove Middle School

1 Stephen Batchelder Parkway

Raymond, NH 03077

603-895-3394

Lamprey River Elementary School

Old Manchester Road

Raymond, NH 03077

603-895-3117

Table of Contents

Raymond School District Technology

Technology Plan Committee Members

Kevin Federico, Technology Director
Brittany L'Heureux, IT Technician
Sondra Gilbert, Technology Teacher
Joe Sauliner, School Board Representative
Sarah Arsenault, Library/Media Center Instructor
Bryan Belanger, Elementary School Principal
Michael Whaland, Curriculum Coordinator
Jordan Remmes, Community Member

Purpose

The primary reason for a technology plan is to provide direction and goals for the evolution of technology in the Raymond School District. The Technology Committee firmly believes that a 1:1 computing environment is the most essential element to prepare our students for the future. This goal has been addressed in this plan and will continue to be a focus of our efforts. Another desire of the committee is to update the existing technology. The committee recognized that is essential to replace old technology on a regular schedule, specifically identifying immediate hardware needs. The technology committee recognizes that with the implementation of this plan, the quality of education as a whole will increase and students will be better prepared to use technology in their college, career and everyday lives. We also hope that the community as a whole will become more prepared to utilize the educational and community resources available in the digital world. We recognize that education in the 21st Century must involve media literacy, critical thinking, problem solving, decision-making, and demonstrations of competency with digital tools.

Demographic Information

Raymond is a rural community located about 30 miles from the seacoast and 25 miles east of Manchester, the state's largest city. In the Raymond School District there are currently three schools; Raymond High School (RHS) with approximately 375 students, Iber Holmes Gove Middle School (IHGMS) with approximately 390 students, and Lamprey River Elementary School (LRES) with approximately 500 students.

Technology Vision Statement

The Raymond School District is committed to the continued integration of technology, for all students, that will support developmentally appropriate learning opportunities that prepare our students in our ever-changing technological world.

Technology Goals

- Achieve a ratio of 1:1 digital devices to students, as developmentally appropriate, in order to meet identified standards.
- Community Collaboration – Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Raymond community, other schools in SAU 33, the state, and the global community.
- Integrate the use of technology and digital content into the core curriculum and align with State and National Standards in order to advance technology literacy and to facilitate content learning of all students.
- Students in grades 5-8 will create and manage their digital portfolio, which is an electronic collection of their work.
- Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.
- Annually evaluate the effectiveness of the action steps in this plan

ACTION PLAN – 1 Access to Technology Resources

GOAL: Achieve a ratio of 1:1 digital devices to students, as developmentally appropriate, in order to meet identified standards.

Objective	Action Steps	Year 1 LRES/IHGMS/RHS	Year 2 LRES/IHGMS/RHS	Year 3 LRES/IHGMS/RHS
Ensure Access to appropriate devices and technology tools to facilitate day to day tasks, standardized testing and the use of digital content. ☐	Maintain a permanent computer lab equipped for classroom instruction and testing (SAS, STAR)	$0 / $0 / $18,000	$ / $18,000 / $0	$9,000 / $0 / $0
	Rollout devices one grade level per year.	$0 / $30,000 / $0	$0 / $30,000 / $0	$0 / $30,000 / $0
	Provide essential training to staff prior to 1:1 rollout to ensure that all staff are confident in the use of appropriate technology.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Provide full immersion hands on workshops to teachers during Teacher Workshop days.	$1,000 / $1,000 / $1,000	$1,000 / $1,000 / $1,000	$1,000 / $1,000 / $1,000
	Investigate innovative ways to reinvent the current libraries to make them into versatile technology centers.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Maintain multiple mobile carts, each with enough modern devices to meet the needs of our largest class.	$0 / $12,000 / $12,000	$12,000 / $12,000 / $12,000	$12,000 / $12,000 / $12,000
	Periodically survey staff members on effectiveness of devices.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Maintain classroom-assigned devices as necessary to support the curriculum.	$3,000 / $2,000 / $5,000	$3,000 / $2,000 / $5,000	$3,000 / $2,000 / $5,000
	Investigate new and emerging technologies.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Research and develop options for parents to lease/purchase devices	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

	Replace school wide hardware, including teacher laptops, student stations, and interactive display on a five year scheduled basis in order to keep up with emerging technologies.	$25,000 / $25,000 / $25,000	$25,000 / $25,000 / $25,000	$25,000 / $25,000 / $25,000
	Utilize the capabilities of modern computer platforms by migrating to a virtualized network environment wherever possible.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Identify any remaining locations that need interactive white boards and install them.	$0 / $5,000 / $0	$0 / $0 / $0	$0 / $0 / $0
	Maintain up-to-date assistive technology to provide for the needs of students and upgrade as needed.	$5,000 / $5,000 / $5,000	$5,000 / $5,000 / $5,000	$5,000 / $5,000 / $5,000

To provide network infrastructure and software to meet the technology needs of the school community.	Assess printing needs and printer locations – Adjust as required.	$2,000 / $2,000 / $2,000	$2,000 / $2,000 / $2,000	$2,000 / $2,000 / $2,000
	Maintain the school's high-speed Internet connection – Collect and analyze data on bandwidth usage and upgrade as needed.	$36,000	$36,000	$36,000
	Maintain online library catalog system and upgrade as needed.	$2,500 / $2,500 / $2,500	$1,000 / $1,000 / $1,000	$1,000 / $1,000 / $1,000
	Maintain current educational and administrative software and upgrade as needed.	$38,800	$38,800	$38,800
	Maintain firewall/Internet filter and a server backup system and upgrade as needed.	$15,000	$0	$8,000
	Maintain wireless network access in all areas of the school building and upgrade as needed.	$10,000 / $10,000 / $10,000	$10,000 / $10,000 / $10,000	$10,000 / $10,000 / $10,000

To provide consistent and timely technical and curriculum support	Continue to contract outside technical support as needed. Include technology funding in the district budget process.	$10,000	$10,000	$10,000
	Research and use the most fiscally responsible methods for acquiring technology resources.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Establish a help system that works for staff. Possibly have staff members who are tech savvy be a "team tech leader" as a stipend position to lead and model technology integration and troubleshoot minor issues.	$1,000 / $1,000 / $1,000	$1,000 / $1,000 / $1,000	$1,000 / $1,000 / $1,000

To secure appropriate funding from a variety of sources.	Establish a team to discover grants.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Maintain community involvement in the funding process through our Technology Committee.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Efficiently coordinate the use of funds from Title II, Title II-D, Title V, REAP Grant, IDEA-B Grant and other sources.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

Raymond School District Technology

ACTION PLAN - 2 Community Collaboration

Goal: Use technology tools to promote parental involvement, enhance communication and foster collaboration with the Raymond schools in SAU 33, the state, and the global community.

Objective	Action Steps	Year 1 LRES/IHGMS/RHS	Year 2 LRES/IHGMS/RHS	Year 3 LRES/IHGMS/RHS
Use technology to promote parental involvement.	Establish a once a year "IT Is Fun" night. Parents will explore various apps, games, sites that enhance learning. Led by teachers, staff and IT Staff.	$200 / $200 / $200	$200 / $200 / $200	$200 / $200 / $200
	Newsletters will include a "Tech Tips" section in the weekly news.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Continue to increase awareness of school activities and events through continuous website updates.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Offer education/exploration sessions for parents and community members (May include: PowerSchool, Google Apps, Website Navigation, Internet Usage and Safety.)	$200 / $200 / $200	$200 / $200 / $200	$200 / $200 / $200
	Survey parents and community to identify what they would like for education/exploration sessions.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

Raymond School District Technology

Use technology to enhance communication and foster collaboration with the Raymond community.	Tech integration updates will be shared at board meetings and shared monthly with district newsletter.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Work with the staff to develop teacher pages, posting newsletters, homework, and class activities on class webpages.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

Use technology to foster collaboration with other school, the state and global community.	Tech teams in the SAU will get together to address how they are reaching tech goals, enhancing parent involvement.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Technology Staff will attend workshops on best practices in tech integration to support learners. This will be shared at faculty meetings.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

ACTION PLAN - 3 ICT Literacy				
GOAL: Integrate the use of technology and digital content into the core curriculum and align with *National and State Standards* in order to advance technology literacy and to facilitate content learning of all students.				
Objective	**Action Steps**	**Year 1** **LRES/IHGMS/RHS**	**Year 2** **LRES/IHGMS/RHS**	**Year 3** **LRES/IHGMS/RHS**
To ensure successful and effective uses of technology by developing strategies for purchasing and integrating software and online resources into the curriculum.	Continue subscriptions to online educational tools.	$7,500/$7,500/$7,500	$7,500/$7,500/$7,500	$7,500/$7,500/$7,500
	Hire a Technology Integration Specialist to Assist teachers in continuing to further integrate technology into the daily curriculum.	$75,000	$0 / $0 / $0	$0 / $0 / $0
	Collect data on technology integration and usage to design and deliver appropriate professional development.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

ACTION PLAN - 4 Digital Portfolio.				
GOAL: Students in grades 5-12 will create and manage their digital portfolio, which is an electronic collection of their work.				
Objective	**Action Steps**	**Year 1** **LRES/HGMS/RHS**	**Year 2** **LRES/HGMS/RHS**	**Year 3** **LRES/HGMS/RHS**
To provide a system for students to demonstrate competencies using technology resources.	Create a blank digital portfolio for all incoming 5th grade students.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Maintain portfolio during the student's tenure in the Raymond School District.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Final review of student work at the completion of 12th grade.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Train teachers on populating student digital portfolios.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

ACTION PLAN - 5 Professional Development				
GOAL: Provide tools and training for all staff to establish a culture of effective integration of technology and digital content into the curriculum.				
Objective	**Action Steps**	**Year 1** **LRES/IHGMS/RHS**	**Year 2** **LRES/IHGMS/RHS**	**Year 3** **LRES/IHGMS/RHS**
To provide ongoing sustained technology related professional development for all educators.	Increase awareness of professional development opportunities involving technology.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Provide opportunities for staff to visit other districts or schools to increase awareness of technology uses.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0
	Offer Technology based in-house professional development opportunities.	$0 / $0 / $0	$0 / $0 / $0	$0 / $0 / $0

ACTION PLAN - 6 Annual Evaluation				
GOAL: **Annually evaluate the effectiveness of the action steps in this plan.**				
Objective	**Action Steps**	**Year 1** **LRES/IHGMS/RHS**	**Year 2** **LRES/IHGMS/RHS**	**Year 3** **LRES/IHGMS/RHS**
Annual evaluation of Technology Plan to ensure that technology action items reflect current needs, that available technology resources are effective and to review new trends in technology.	Measure access to technology resources through multiple data points including but not limited to teacher surveys, professional development, reflections, workshop attendance, etc.	✓	✓	✓
	The Technology Plan Committee will meet annually to evaluate the effectiveness of this plan.	✓	✓	✓
	The Technology Plan Committee will report annually the results of the yearly evaluation.	✓	✓	✓

RAYMOND SCHOOL DISTRICT EGA-R
<u>**Acceptable Use Procedures: Students**</u>
The responsibility of the students and the parents or guardians of students is to familiarize himself/herself with and abide by the rules of these Acceptable Use Procedures, the Student Handbook and all other applicable school policies.

I. Introduction

Pursuant to New Hampshire Revised Statutes Annotated 194:3-d, these Acceptable Use Procedures shall serve as a statement on the appropriate use of the various technology resources available to all authorized students of the Raymond School District including, but not limited to, the Raymond School District computers, network, electronic mail system (e-mail), website (www.sau33.com) and Internet access. It is the Raymond School District's goal to enhance educational excellence with the assistance of these technology resources.

A. <u>The Internet</u>

The Internet is a vast information network that links individuals, computers, networks and databases throughout the world. The Internet has the potential to serve as an invaluable resource because it allows immediate access to and download of educational materials found at universities and colleges, government agencies and departments, non- profit organizations, private businesses and companies, and even private residences. Students and Parents/guardians should be aware that the Internet's power to access limitless resources also includes information or material that lacks educational value and can be inaccurate, controversial, objectionable, offensive, defamatory and even illegal. The Raymond School District does not condone the use of such materials at any time and prohibits the use of the Raymond School District technology resources for these purposes. It is technologically impossible for the Raymond School District or any District staff member to adequately filter or control the quality or content of the information available on the Internet while still retaining a meaningful connection to it. Therefore, students will be held responsible for ensuring that their activities adhere to the District's Acceptable Use Procedures and policy, EGA-Internet Access, and to generally accepted educational standards as outlined in other applicable District policies.

The internet also provides new and exciting interactive communication technologies. While these interactive technologies are exciting and hold great potential for the learning process, they are also very disruptive if improperly utilized. Students using Raymond School District Internet access to participate in these interactive technologies without an educational purpose will immediately lose all Internet access privileges and may be subject to disciplinary action.

Internet access can serve as a means for improving, extending and enriching teaching and learning in the Raymond School District. The Raymond School District firmly believes that the educational benefits to staff and students from access to the Internet, in the form of information resources and opportunities for collaboration or interaction, far exceed the disadvantages.

B. <u>Raymond School District Web Presence</u>

The Raymond School District's presence on the Internet has been established to communicate with staff, students, parents, community members and the world. The Raymond School District's website (www.sau33.com) is intended to convey general information about the Raymond School District Technology

District's schools, events, curriculum or programs of study, and policies and procedures. Sections must be responsibly developed. All information or material must be professional, ethical and meet the standards required of other District publications. It is not a forum for regularly hosting publications for non-Raymond School District events or organizations. The District uniformly prohibits unauthorized hyperlinks from its sections to other websites.

In order to maintain the safety of the Raymond School District students, student work or materials, pictures of students, and any such other information that would allow for the identification of students, will only be allowed after the receipt of written permission from students and their parents or guardians. All information about students posted will comply with the District's policy on student records, the Federal Family Education Rights and Privacy Act, and any other applicable state or federal law.

II. Responsibilities

Students are responsible for appropriate behavior when using the Raymond School District and personally owned technology resources, just as they are in a classroom, a school hallway, or other school or District function. As outlined in the Student Handbook, general school rules for behavior and communications apply. The Raymond School District technology resources are provided for students to conduct research, gather information and communicate with others for educational purposes. The Raymond School District technology resources shall not be utilized for personal, commercial or other non- educational purposes. Violations may result in disciplinary action, including restricted access or suspension of computer privileges, following a review of the incident.

Acknowledging that the potential for abuse of network resources exists, all students and parents or guardians of students who are minors must sign the Raymond School District Acceptable Use Agreement Form prior to accessing the Raymond School District technology resources, including the District network. All students and parents or guardians of students shall assume full liability, whether legal, financial or otherwise, for students' actions when using the Raymond School District technology resources. Similarly, outside of school, parents and guardians bear responsibility for the appropriate guidance of their children on the Internet, as they do with other information sources such as television, telephones, movies, radio or other potentially offensive media.

Responsible use of the Raymond School District technology resources by students include but are not limited to:

i.Conducting themselves in ways that are not harmful or deliberately offensive to others;
ii.Using the technology resources for legal and legitimate educational purposes;
iii.Direct electronic communication will only be allowed in a supervised classroom environment;
iv.Only using the technology resources when authorized to do so as outlined in these procedures;
v.Changing passwords annually or whenever their current passwords may be known to others;
vi.Closing all personal files and not leaving computer sessions unattended;
vii.Immediately notifying a parent, classroom teacher, principal or appropriate District employee if others are using the District's technology illegally or trying to contact them for unlawful or suspicious activities.

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Personally-owned Computing Devices

1. A student who wishes to use a personally-owned computing device in school must complete a Student BYOD (Bring Your Own Device) Registration and Agreement form. The form must be signed by the student and his/her parent/guardian. BYOD is for educational purposes in classes of participating teachers, and only when the use of personally-owned devices is permitted by the teacher.

2. The student is responsible for proper care of his/her personally-owned computing device, including any costs of repair, replacement or any modifications needed (including installation of up-to-date anti-virus software) to use the computing device at school.

3. The Raymond School District is not responsible for damage, loss or theft of any personally-owned computing device.

4. Students are required to comply with all Raymond School Board policies, administrative procedures and school rules while using personally-owned computing devices at school. Only the District's Student Guest Network will be accessible by students. Students may not access the internet through other services such as 3G and 4G services while on school property. Under no circumstances will students be allowed to access the Raymond School District's primary network.

5. Students have no expectation of privacy in their use of a personally-owned computing device while at school. The Raymond School District reserves the right to search a student's personally-owned computing device if there is reasonable suspicion that the student has violated Raymond School Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computing device.

6. Violation of any Raymond School Board policies, administrative procedures or school rules involving a student's personally-owned computing device may result in the revocation of the privilege of using the computing device at school and/or disciplinary action.

7. The personally-owned computing device may be confiscated when used by a student in school without authorization or permission, as required by these rules. The contents of the computing device may be searched in accordance with applicable laws and policies.

8. Use of personally-owned devices shall not be disruptive or in violation of any Raymond School District policy.

III. Privilege

The use of the Raymond School District technology resources is a privilege and not a right. The Raymond School District technology resources are only for legitimate educational purposes to students and staff of the District, and shall not constitute a public forum.

Behaviors and activities that shall result in appropriate disciplinary action include, but are not limited to:

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i. Interfering with the normal and proper operation of the Raymond School District computers, network, e-mail system, website, Internet access, or other technology tools;
ii. Adversely affecting the ability of others to use equipment or services;
iii. Disclosing personal information such as name, school, address, and telephone number outside of the school network;
iv. Trespassing in another person's folders, work, files or e-mails;
v. Storing or transferring unnecessarily large files;
vi. Accessing, viewing, storing, creating, transferring or otherwise using any text, image, movie or sound recording that contains potentially harmful material, pornography, profanity, obscenity or language that offends or tends to degrade others;
vii. Attempting to download or install any software on the computers;
viii. Downloading software from the Internet;
ix. Sharing individual passwords with others;
x. Using the technology resources for commercial, financial and/or personal gain, including solicitation and business of any nature;
xi. Using profanity, vulgarity, obscenity or other language which tends to be offensive or tends to degrade others;
xii. Sending hate mail, cyber bullying, anonymous messages or threatening messages;
xiii. Sending "chain" type letters and unsolicited bulk mails (spamming);
xiv. Using harassing, racial, sexist or discriminatory remarks and other antisocial behaviors;
xv. Using e-mail, news groups, list servers, instant chat rooms, discussion groups, and other forms of electronic communication for non-educational purposes;
xvi. Wasting resources, including paper and toner/ink;
xvii. Using invasive software such as viruses, worms and other detrimental activities;
xviii. Using encryption or security measures to avoid monitoring or review in the ordinary course of business or routine maintenance by the system administrator or District staff;
xix. Attempting to log-on to the network as the system administrator;
xx. Using someone else's password;
xxi. Misrepresenting oneself as another user;
xxi. Changing files that do not belong to the user;
xxii. Revealing personal information about others;
xxiii. Infiltrating, disrupting or interfering with others' use of the Raymond School District technology resources or infiltrating, disrupting or interfering with others' use of outside computing systems or networks;
xxiv. Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information, including plagiarism and/or unauthorized use or reproduction;
xxv. Transferring, utilizing or storing material in violation of copyright laws or license agreements;
xxvi. Involvement in any activity prohibited by law or school district policy;
xxvii. Creating hyperlinks between the Raymond School District's Website and other Internet sites;
xxviii. Any computer use, web page creation and Internet access for the purpose of disrupting the learning process by any of the means listed above;
xxix. Using school technology or network resources in hacking attempts or attempts to otherwise compromise system security including attempts to bypass the filtering system;

The Raymond School District reserves the right to add and include additional behaviors and activities to the above list.

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Use of the District's technology resources for any altruistic or charitable purpose must be approved in advance by the appropriate district administrator. The Raymond School District reserves the right to add and include additional behaviors and activities that can result in appropriate disciplinary action.

IV. Violations

The District is aware that violations of these procedures may occur under circumstances where the student is involuntarily routed to sites containing inappropriate information or material. Upon arriving at such sites, it is the responsibility of the student to immediately exit such site as quickly as possible, and report the event to the building administration. Disciplinary action under these procedures shall only result from willful and intentional violations of these procedures. The District reserves the right to discipline any student for violations of these procedures where it is apparent that the student knew, or should have known, that violations of these procedures were likely to occur as a result of the actions, or inactions, of the student in question.

V. Disciplinary Actions

Student violation of these Acceptable Use Procedures and /or other Raymond School District policies shall result in, but is not limited to, one or more of the following:

i. Restriction, suspension or revocation of access privileges to technology resources;
ii. Removal from a class activity;
iii. Removal from a course;
iv. Removal from an extracurricular activity;
v. Detention, suspension or expulsion;
vi. Referral to the appropriate legal authorities for possible prosecution;
vii. Civil liability.

VI. Privacy

Students have no rights of privacy with regard to their use of the Raymond School District technology resources, which includes but is not limited to the Raymond School District computers, network, Raymond School District Website, and Internet access. Raymond School District retains ownership and control of its technology resources. The District does not guarantee, and students should not have any expectation of, confidentiality, privacy, security or ownership of the content of any information accessed, sent, received, created or stored thereon, including network drive or portable memory devices. Students should realize that electronic communications and other information sent through the Internet are accessible by IT staff and third parties.

A system administrator or other authorized District staff member may, at any time, without advance notice to students, monitor, access, modify, remove, review, retrieve and/or disclose the subject, content and appropriateness of any and all information stored or transmitted on District technology resources, including information that may have been deleted but still exists on the system. Students are put on notice that deleted messages are never completely removed and may be retrieved or restored. Students should not save their personal work on computer hard drives, but rather should use the network or a portable memory device for saving their work. Students shall

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frequently delete old files. During routine maintenance the system administrator may delete files stored on any of the Raymond School District technology resources.

The District makes no warranties of any kind, whether expressed or implied, for the technology services it is providing. While the Raymond School District will make every effort to preserve data, students are responsible for the preservation of their own data. The District will not be held responsible for any damages a student may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruption caused by its own actions or a student's errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its technology resources. Students must fully understand that the use of any information obtained through the Internet is at the student's own risk.

The Raymond School District reserves the right to record all Internet addresses, screen activity, and electronic communications accessed by students. Likewise, the District has the right to determine what information is posted on its website and it will routinely monitor all technology resources in order to maintain their integrity and to ensure compliance with these regulations. Any and all violations of these procedures detected by district staff will be reported to the school principal or appropriate district administrator for investigation and/or disciplinary action.

VII. Copyrighted and Other Proprietary Materials

It is the intent of the Raymond School District to adhere to the provisions of the
U.S. Copyright Act and the license agreements and/or policy statements contained in software packages or other resources used by the District. All students shall respect the copyright and proprietary interest of any materials accessed through the Raymond School District technology resources. Whether for personal use or for the use of others, students may not duplicate copyrighted materials, graphics or software, including school owned software, without permission from the copyright holder, unless the use falls within the legal parameters of the Fair Use Doctrine. The improper duplication or use of copyrighted materials is a violation of this policy and is subject to disciplinary actions, as well as possible civil liability and criminal prosecution.

VIII.   Complaints

If violations of these regulations occur, the classroom teacher, school principal or appropriate District administrator shall be informed and all complaints shall be documented. Every effort will be made to protect the anonymity of the reporting person, but anonymity cannot always be guaranteed. The school principal or appropriate District administrator shall conduct an investigation and document the complaint and any disciplinary action taken.

Students who are disciplined as a result of these regulations have the same rights to appeal as with any disciplinary action.

IX.   Enforcement

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The Raymond School District uses a technology protection measure that monitors, blocks and/or filters Internet access to Internet sites that are not in accordance with District policy.

The technology protection measure that blocks or filters access may be disabled by appropriate personnel upon request for bona fide research purposes. IT staff may override the technology protection measure to access a site with legitimate educational value.

Appropriate personnel will monitor use of District technology resources to ensure enforcement of the procedures.

The Raymond School District extends a thank you to the Londonderry School District for allowing us access to their acceptable use policy and technology guidelines.

Adopted: April 16, 1998
Revised: November 4, 1999
Revised: September 20, 2001
Revised: May 16, 2001
Revised: May 16, 2001
Revised: August 2, 2006
Revised: May 6, 2009
Revised: June 20, 2012

RAYMOND SCHOOL DISTRICT - EGA-R
Acceptable Use Procedures: Staff

For purposes of these procedures, "staff" refers to the Raymond School District employees, contracted service personnel, SAU employees and any volunteers working within the District or schools.

The responsibility of the staff is to familiarize himself/herself with and abide by the rules of these Acceptable Use Procedures, the Staff Handbook and all other applicable school policies.

I. Introduction

Pursuant to New Hampshire Revised Statutes Annotated 194:3-d, these Acceptable Use Procedures shall serve as a statement on the appropriate use of the various technology resources available to all authorized staff of the Raymond School District including, but not limited to, the Raymond School District computers, network, electronic mail system (e-mail), website (www.sau33.com) and Internet access. It is the Raymond School District's goal to enhance educational excellence with the assistance of these technology resources.

A. The Internet

The Internet is a vast information network that links individuals, computers, networks and databases throughout the world. The Internet has the potential to serve as an invaluable resource because it allows immediate access to and download of educational materials found at universities and colleges, government agencies and departments, non- profit organizations, private businesses and companies, and even private residences. All staff must be aware that the Internet's power to access limitless resources also includes information or material that lacks educational value and
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can be inaccurate, controversial, objectionable, offensive, defamatory and even illegal. The Raymond School District does not condone the use of such materials at any time and prohibits the use of the Raymond School District technology resources for these purposes. It is technologically impossible for the Raymond School District or any District staff member to adequately filter or control the quality or content of the information available on the Internet while still retaining a meaningful connection to it. Therefore, all staff will be held responsible for ensuring that their activities adhere to the District's Acceptable Use Procedures and policy, EGA- Internet Access, and to generally accepted educational standards as outlined in other applicable District policies.

The Internet also provides new and exciting interactive communication technologies. While these interactive technologies are exciting and hold great potential for the learning process, they are also very disruptive if improperly utilized. Staff use of Raymond School District Network/Internet access to participate in these interactive technologies must be related to District business or have an educational purpose, and be sanctioned by the District.

Internet access can serve as a means for improving, extending and enriching teaching and learning in the Raymond School District. The Raymond School District firmly believes that the educational benefits to staff and students from access to the Internet, in the form of information resources and opportunities for collaboration or interaction, far exceed the disadvantages.

B. Raymond School District Web Presence

The Raymond School District's presence on the Internet has been established to communicate the happenings of the Raymond School District with staff, students, parents, community members and the world. The Raymond School District's website **(www.sau33.com)** is intended to convey general information about the District's schools, events, curriculum or programs of study, and policies and procedures. Sections must be responsibly developed. All information or material must be professional, ethical and meet the standards required of other District publications. It is not a forum for regularly hosting publications for non-Raymond School District events or organizations. The District uniformly prohibits unauthorized hyperlinks from its sections to other websites. Any unauthorized hyperlink to the School District or School's section is a violation of these procedures, subject to disciplinary action.

The Acceptable Use Procedures Agreement Form is a contract. As part of this contract, the Raymond School District reserves the right at any time, without advance notice to staff, to monitor, access, modify, remove, review, and/or retrieve the subject, content and appropriateness of any and all information stored or transmitted on the Raymond School District's Website, hyperlinks, or web pages attached to these sections.

Employees may create electronic homepages, publication pages, information pages and personal pages that carry out official business in support of the District's mission. Contents of all such electronic pages must be consistent with District policies, procedures, regulations, and local, state, and federal laws. Employees must advise the appropriate administrator of the site and request a review and authorization prior to the site/page being attached to the District web site section. Administration will review and respond within ten (10) school days of the request. Personal pages are not the purview of the District and no District resources may be utilized in the creation of these

pages. All school-related employee-generated websites must be linked to the www.sau33.com Website.

II. Responsibilities

Staff is responsible for appropriate and professional behavior when using the Raymond School District technology resources, just as they are in a classroom or other District function. As outlined in the Staff Handbook, general school rules for behavior and communications apply. The Raymond School District technology resources are provided for staff to conduct research, gather information and communicate with others for educational purposes. The Raymond School District technology resources shall not be utilized for personal, commercial or other non-educational purposes.

Acknowledging that the potential for abuse of the Network/Internet exists, all staff must sign the Raymond School District Acceptable Use Agreement Form prior to accessing the Raymond School District technology resources. All staff shall assume full liability, whether legal, financial or otherwise, for their actions when using the Raymond School District technology resources.

Responsible use of the Raymond School District technology resources by staff includes, but is not limited to:

viii. Conducting themselves in ways that are not harmful or deliberately offensive to others;
ix. Using the technology resources for legal and legitimate educational purposes;
x. Using e-mail and other forms of direct electronic communication appropriately. No personally identifying student information should be placed in email;
xi. Only using the technology resources when authorized to do so as outlined in these procedures;
xii. Changing passwords regularly (IT notification required) or whenever current passwords may be known to others;
xiii. Closing all personal files and not leaving computer sessions unattended;
xiv. Immediately notifying the principal or appropriate District Administrator when it is known that others are utilizing the District's technology for unlawful or suspicious activities.

III. Privilege

The use of the Raymond School District technology resources is a privilege and not a right. The Raymond School District technology resources are only for legitimate educational purposes for students and staff of the District, and shall not constitute a public forum.

Behaviors and activities that shall result in appropriate disciplinary action include, but are not limited to:

xxxi. Interfering with the normal and proper operation of the Raymond School District computers, network, e-mail system, website, Internet access, or other technology tools;
xxxii. Adversely affecting the ability of others to use equipment or services;
xxxiii. Trespassing in another person's folders, work, files or e-mails;
xxxiv. Storing or transferring unnecessarily large files;

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xxxv.Accessing, viewing, storing, creating, transferring or otherwise using any text, image, movie or sound recording that contains potentially harmful material, pornography, profanity, obscenity or language that offends or tends to degrade others;

   xxxvi.   Attempting to download or install any software on the computers without permission from the District's Technology Director/designee;

xxxvii.Sharing individual passwords with others;

xxxviii.Using the technology resources for commercial, financial and/or personal gain, including solicitation and business of any nature;

xxxix.Using profanity, vulgarity, obscenity or other language which tends to be offensive or tends to degrade others;

   xl. Sending hate mail, anonymous messages or threatening messages; xli. Sending "chain" type letters and unsolicited bulk mails (spamming);

   xlii. Using harassing, racial, sexist or discriminatory remarks and other antisocial behaviors;

   xliii. Using e-mail, news groups, list servers, instant chat rooms, discussion groups, and other forms of electronic communication for non-educational purposes;

   xliv. Wasting resources;

   xlv. Using invasive software such as viruses, worms and other detrimental activities;

   xlvi. Using encryption or security measures to avoid monitoring or review in the ordinary course of business or routine maintenance by the system administrator or District staff;

   xlvii. Attempting to log-on to the network as the system administrator; xlviii. Using someone else's password;

   xlix. Misrepresenting oneself as another user;

   l. Changing files that do not belong to the user; li. Revealing personal information about others;

   lii. Infiltrating, disrupting or interfering with others use of the Raymond School District technology resources or infiltrating, disrupting or interfering with others use of outside computing systems or networks;

   liii. Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information, including plagiarism and/or unauthorized use or reproduction;

   liv. Transferring, utilizing or storing material in violation of copyright laws or license agreements;

   lv. Involvement in any activity prohibited by law or School District policy; lvi. Off school premises computer use, web page creation and Internet access

for the purpose of disrupting the learning process by any of the means listed above;

   lvii. Using school technology or network resources in hacking attempts or attempts to otherwise compromise system security including attempts to bypass the filtering system.

   The Raymond School District reserves the right to add and include additional behaviors and activities to the above list.

   Use of District technology resources for any altruistic or charitable purpose must be approved in advance by the appropriate District administrator.

IV.   Intentional Violations

   The District is aware that violations of these procedures may occur under circumstances where the staff is involuntarily routed to sites containing inappropriate information or material. Upon arriving at such sites, it is the responsibility of the staff member to immediately exit such site as quickly as possible, and report the event to the building administration. The District is also aware that commercial vendors may secure e- mail addresses of staff members and use these
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addresses to propagate or otherwise deliver viruses, worms, commercial advertisements, solicitations, etc., under circumstances where the staff member has no control, intention or desire to access or transmit the offending information or material. Disciplinary action under these procedures shall only result from willful and intentional violations of these procedures. The District reserves the right to discipline any staff member for violations of these procedures where it is apparent that the staff member knew, or should have known that violations of these procedures were likely to occur as a result of the actions, or inactions, of the staff member in question. As soon as possible, staff shall request that IT personnel delete the inappropriate material from the District's computer systems, unless the preservation of such material is necessary to pursue disciplinary action. To the degree possible, staff should take appropriate steps to discourage and/or prevent further unwelcomed deliveries or transmissions, including, if necessary, reporting the situation to the system administrator so that appropriate steps can be taken to prevent further inadvertent and unintentional violations of these procedures.

V.   Reporting Infractions

If violations of these procedures occur, all staff are required to immediately notify the school principal or appropriate District employee of the school where the infraction occurred, or where the staff person is based. The school principal or appropriate District administrator shall document all complaints in writing. Every effort will be made to protect the anonymity of the reporting person, but it cannot always be guaranteed. The school principal or appropriate District administrator shall conduct an investigation of the complaint and shall report any disciplinary action taken.

VI.   Disciplinary Actions:

Staff violation of the Acceptable Use Procedures and /or other Raymond School District policies shall result in, but is not limited to, one or more of the following:

viii.   Restriction, suspension or revocation of access privileges;
ix. Written warnings or a letter of reprimand in the personnel file;
x. Other remedies, such as suspensions with or without pay and terminations as covered under New Hampshire law;
xi. Referral to the appropriate legal authorities for possible prosecution;
xii. Civil liability.

Staff who are disciplined as a result of these procedures have the same appeal procedure as any disciplinary action.

VII. Privacy

Staff have no rights of privacy with regard to their use of the Raymond School District technology resources, which includes but is not limited to the Raymond School District computers, network, Raymond School District Website, e-mail, and Internet access. Raymond School District retains ownership and control of its technology resources. The District does not guarantee, and staff should not have any expectation of, confidentiality, privacy, security or ownership of the content of any information accessed, sent, received, created or stored thereon. All staff should

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realize that electronic communications and other information sent through the Internet are accessible by IT staff and third parties, including but not limited to the Internet Service Provider.

A system administrator or other authorized District staff member may, at any time, without advance notice to staff, monitor, access, modify, remove, review, retrieve and/or disclose the subject, content and appropriateness of any and all information stored or transmitted on District technology resources, including information that may have been deleted but still exists on the system. All staff are put on notice that deleted messages are never completely removed and may be retrieved or restored. Staff should save their work related files on an external storage device or the network in order to best preserve data. All staff shall frequently delete unnecessary files. During routine maintenance the system administrator may delete files stored on any of the Raymond School District technology resources.

The District makes no warranties of any kind, whether express or implied, for the technology services it is providing. While the Raymond School District will make every effort to preserve data, the responsibility for it lies with the staff. The District will not be held responsible for any damages staff may suffer, including but not limited to, loss of data negligence or a staff's errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its technology resources. All staff must fully understand that the use of any information obtained through the Internet is at the staff member's own risk.

The Raymond School District reserves the right to record all Internet addresses and electronic communications accessed by staff. Likewise, the District has the right to determine what information is posted on its website and it will routinely monitor all technology resources in order to maintain their integrity and to ensure compliance with these regulations. Any and all violations of these procedures detected by the system administrator will be reported to the school principal or appropriate District administrator for disciplinary action.

VIII. Copyrighted and Other Proprietary Materials

It is the intent of the Raymond School District to adhere to the provisions of the
U.S. Copyright Act, and the license agreements and/or policy statements contained in software packages or other resources used by the District. All staff shall respect the copyright and proprietary interest of any materials accessed through the Raymond School District technology resources. Whether for personal use or for the use of others, staff may not duplicate copyrighted materials, graphics or software, including school owned software, without permission from the copyright holder, unless the use falls within the legal parameters of the Fair Use Doctrine. The improper duplication or use of copyrighted materials is a violation of these regulations and is subject to disciplinary actions, as well as possible civil liability and criminal prosecution.

IX.   Enforcement

The Raymond School District uses a technology protection measure that monitors, blocks and/or filters Internet access to some Internet sites that are not in accordance with District policy.

The technology protection measure that blocks or filters access may be disabled by appropriate personnel upon request for bona fide research purposes by an adult. IT staff may

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override the technology protection measure to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

X.   Exemptions

The District recognizes that the job requirements of several positions may conflict designee may exempt such personnel from sections of the procedures as necessary to carry out their individual responsibilities. It shall be the responsibility of the Superintendent to develop a list of exempt personnel and to identify the specific sections of the procedures that are inapplicable. An addendum shall be attached to the employee's signed Acceptable Use Agreement Form indicating the nature and extent of the exemption.

The Raymond School District extends a thank you to the Londonderry School District for allowing us access to their acceptable use policy and technology guidelines.

Adopted: April 16, 1998
Revised: November 4, 1999
Revised: September 20, 2001
Revised: May 16, 2001
Revised: May 16, 2001
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