

**REPORT OF CORNISH SCHOOL DISTRICT
SAU PLANNING COMMITTEE:**

**ORGANIZATION AND SAU 6
WITHDRAWAL PLAN**

December 10, 2015

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I. EXECUTIVE SUMMARY

- The Cornish SAU Planning Committee found the withdrawal of the Cornish School District from SAU 6 and the organization of the Cornish School District as a Single District SAU advisable.
- The Cornish SAU Planning Committee found the estimated costs of operating the proposed single district SAU feasible. Through an analysis of estimated FY18 operating costs for the proposed single district SAU organization and an estimated SAU 6 FY18 budget, the Committee identified potential savings to the Cornish School District.
- The Cornish SAU Planning Committee found that the method of financing the organization and operation of the proposed single district school administrative unit will be through general taxation.
- The Cornish SAU Planning Committee found that the educational impact of the withdrawing district on the school districts remaining in SAU 6 will be minimal if any.
- The Cornish SAU Planning Committee found the fiscal impact of the withdrawing district on the school districts remaining in SAU 6 will result in increased SAU 6 District Assessments for the Claremont and Unity School Districts; however, SAU 6 would have the opportunity to make adjustments to its organization and budget during FY17 to reduce the anticipated FY18 fiscal impact on the remaining districts.
- The Cornish SAU Planning Committee found that unique circumstances exist which support the advisability of the proposed withdrawal of the Cornish School District from SAU 6. The committee found that these circumstances were supportive in nature and did not require resolution.

II. INTRODUCTION

This plan is submitted to implement the withdrawal of the Cornish School District from School Administrative Unit 6 and to create a new single district school administrative unit in accordance with RSA 194-C. This plan is the result of the study conducted by the Cornish SAU Planning Committee created at the 2015 Cornish School District Annual Meeting.¹

The Cornish SAU Planning Committee has determined that the formation of a single district school administrative unit by the Cornish School District will be in the best interests of Cornish students. In the current environment of dwindling enrollment and rising costs, it is of paramount importance that the Cornish School District focus resources entirely on educating and inspiring each Cornish student to reach his or her academic potential. Full governance of resources, mission, and administration will give Cornish the opportunity to directly address the needs of students. Preliminary budgetary analyses show potential savings for the Cornish School District, and Cornish voters would have a direct voice in the organization and administration of their district. The eighty-three students of the Cornish School District represent less than five percent of the over two-thousand students served by SAU 6. A multi-district school administrative unit, SAU 6 is responsible for the overall leadership and administration for the districts of Claremont, Cornish, and Unity. A Cornish single district SAU administration would have the opportunity to focus exclusively on the unique challenges of a small district seeking the long term sustainability of its local school.

The Planning Committee recommends a contractual partnership with Plainfield's SAU 32 Superintendent, Special Education, and Business Offices. Plainfield and Cornish will maintain autonomy as single districts with the ability to share resources as needed. The nature of a small school serving the community differs greatly from larger schools that are part of a larger district. With population decline, the formation of multi-grade classes has been necessary in both schools. Our Cornish teachers have done their best to adapt to changing configurations due to low student numbers in certain grades. Through a partnership with another small single district SAU, our Cornish principal and teachers will have colleagues with whom to collaborate and communicate regarding how to best meet the needs of a diversity of learners in a small rural school.

As a single district SAU, Cornish also will have the freedom to find the best services for the best price. The Planning Committee recommends that Cornish purchase technology services from Windsor Southeast Supervisory Union (WSESU). The existing technology infrastructure and economies of scale at WSESU will give the Cornish School better services at a lower price than would be possible were a small school to build a technology program and supporting infrastructure on its own.

In the course of its study, the Planning Committee has looked back at the Cornish School District's fifty-one year relationship with SAU 6 and back even further into the days of one room

¹ See Appendix A for full text of warrant article.

schoolhouses. The Planning Committee has looked forward into the next decade of population and enrollment projections, and technology and curriculum needs. However, the Planning Committee has based its decisions on what is best for Cornish students, staff, and community today: **a school that is educationally and fiscally sustainable** in the present day and the foreseeable future.

III. BACKGROUND

A. History

1. Early History

The authority to divide the town of Cornish into school districts was granted to the Board of Selectmen in 1790, twenty-seven years after the signing of the Cornish Charter in 1763. The population of Cornish grew steadily into the mid-nineteenth century. What had begun as a lumber camp in the mid-eighteenth century had become a thriving agricultural community. In 1848, the population of Cornish reached 1,700, its highest point to date. Student enrollment reached 465, and Cornish was divided into sixteen school districts each with its own schoolhouse.

Even as Cornish enjoyed prosperity in the 1840s, events and innovations beyond its borders contributed to coming decline. New England farmers could not compete with the cheaper agricultural products the new railways and canals brought from the Ohio Valley and the American West. As railcars brought raw wool and cotton from the western states to the New England mills, many New Englanders were making their way westward on the same railways. Others who did not go west left Cornish for the promise of economic opportunity in the mills of Claremont, Springfield, Lowell and beyond. By 1885 the population of Cornish had been reduced to 1,000, and school enrollment had dropped to 165. Schoolhouses emptied, and several closed. Population decline continued until the end of World War II.² From that time, population steadily increased until the turn of the twenty-first century. In the first decade of our century Cornish has seen a slight decline in its population from 1,661 residents in 2000 to 1,640 in 2010. As the town population has aged, the decline in student enrollment has been more dramatic. Enrollment at the time of writing is 83 preK-8 students: a decrease of 60.7% from the year 2000 enrollment of 211 students.

² Town of Cornish, NH, Master Plan, 2009

2. History of the School Administrative Unit

The New Hampshire Legislature consolidated the separate schoolhouse districts into town-wide districts composed of multiple schoolhouses in 1895. In 1919, the Legislature divided the state into supervisory unions. New Hampshire districts were assigned to supervisory unions, later known as school administrative units, or SAUs, by the Board of Education until the 1996 passage of RSA 194-C gave school districts a provision to withdraw from and to form new school administrative units. Superintendents made regular visits to the schoolhouses in their supervisory unions. Cornish School District's 1919 local supervisory union comprised Cornish, Croydon, and Plainfield. From 1919 to 1964, the Cornish School District was organized with area towns of similar size. In various configurations Cornish has been part of supervisory unions that included Acworth, Charlestown, Croydon, Goshen, Langdon, Lempster, Plainfield, and Unity.



Interior of Cornish Schoolhouse No. 4, c. 1900

In a move toward regionalism through the early sixties, the Board of Education began regrouping the smaller districts. The Commission on Education, created in 1961, drafted a master plan to reorganize groups of smaller districts with a large school district so that students from small towns could receive the educational advantages that large high schools could offer.³ In 1964, the Cornish and Unity School Districts joined Claremont in Supervisory Union 6, now SAU 6.

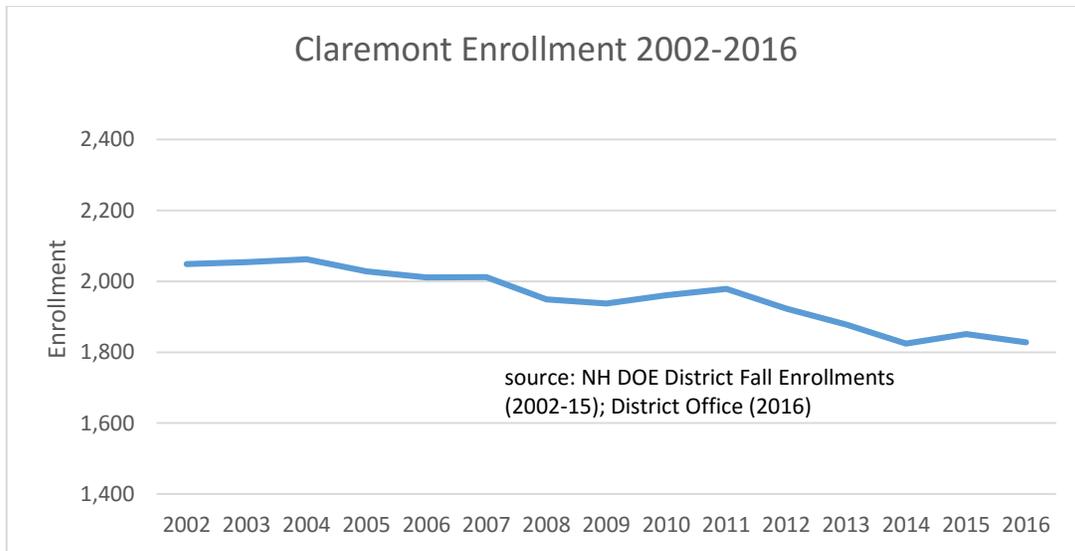
The Cornish School District entered into an AREA agreement with the Claremont School District in 1979. Before that time, the town was divided into two sections by Center and Town House Roads. Students who lived in the southeast section attended high school in Claremont, and students from the northwest section attended Windsor High School. With the 1979 AREA agreement, all Cornish public high school students attended Stevens High School in Claremont. The Cornish School District withdrew from its AREA agreement twelve years later, in 1991. Since that time, Cornish students have participated in high school choice. Currently sixty-five Cornish high school students attend Stevens (3), Hanover (1), Hartford, VT (17), Lebanon (17), and Windsor, VT (27).

3. SAU 6 Enrollment Data

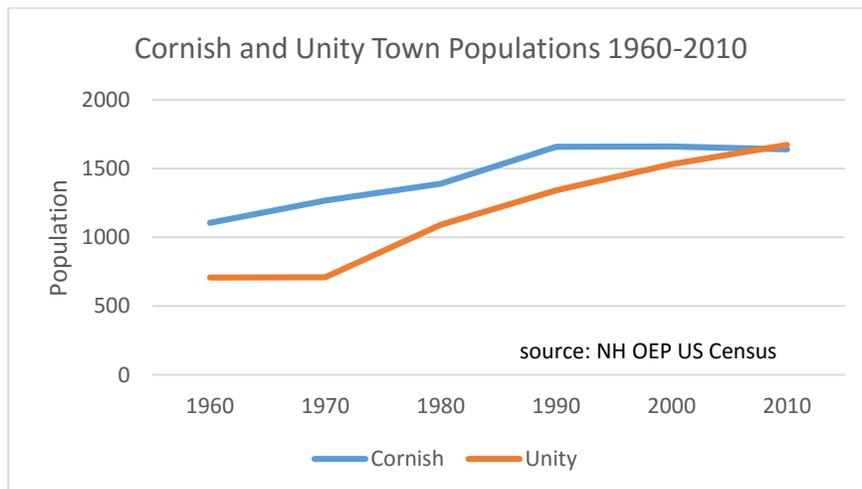
SAU 6 serves the school districts of Claremont, Cornish, and Unity. Cornish and Unity are small towns with populations of 1,640 and 1,671, respectively. The city of Claremont has a population of 13,335. US Census population data shows that Claremont's municipal population has fluctuated between 13,150 and 14,560 over the fifty year period covering 1960-2010. The

³Teague, Esq, John F. and O'Shaughnessy, Esq, James A: The Organization of the NH School System, 2013.

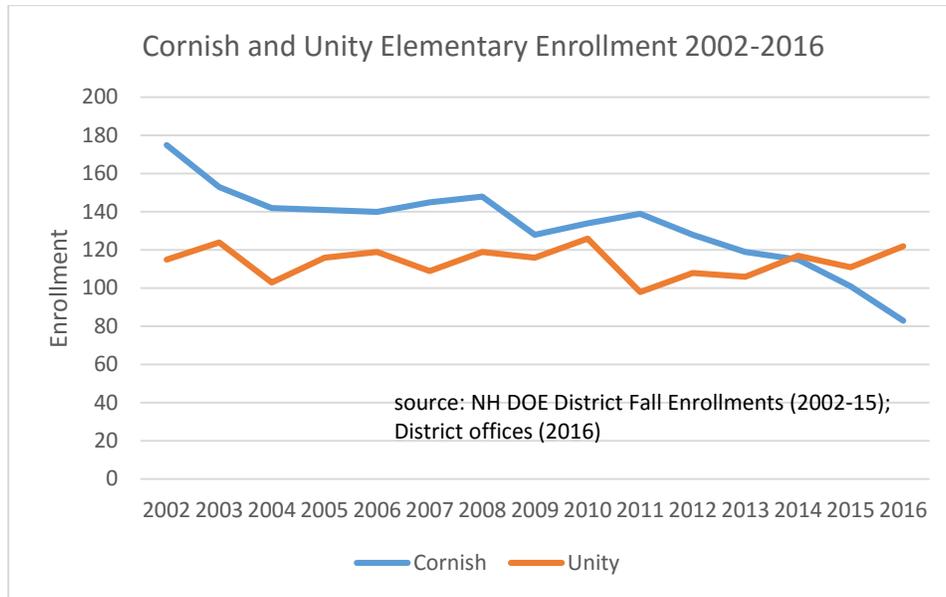
Claremont School District consolidated its five K-6 elementary schools into three K-5 schools in 1996. Current enrollment at Claremont’s elementary schools averages 300. Claremont also maintains the Claremont Middle School, grades 6-8, and Stevens High School, grades 9-12. Claremont has experienced a decline in enrollment over the past decade. Despite the decline, enrollment has levelled in the past three years, and the Claremont School District’s enrollment is at a level that a robust educational program can be offered to students. A decision to combine classes in the Claremont District likely would be informed by educational practice not dictated by class size.



Unity and Cornish are towns of rural character each with a small village center. Though similar in size, Cornish population has seen a slight decline in the past decades while Unity population is rising.



Cornish and Unity each have combined grades in their elementary classes. Unity opened the doors to a newly constructed elementary school in September of 2014 and has experienced a rise in enrollment in recent years. The Cornish enrollment drop in recent years has accelerated.



To compare enrollment trends in the three district of SAU 6, the percent change from 2002 to 2016 for each population was calculated. The percent change was also calculated from 2012-2016. Table 1-a

SAU 6 Enrollment Trends 2002-2016			
District	2002 Enrollment	2016 Enrollment	% Change Enrollment 2002-16
Claremont	2,049	1,828	-10.79%
Cornish	175	83	-52.57%
Unity	115	122	6.09%

source: NH DOE Fall District Enrollments (02-15); District Offices (16) Table 1-b

SAU 6 Enrollment Trends 2012-2016			
District	2012 Enrollment	2016 Enrollment	% Change Enrollment 2012-16
Claremont	1,923	1,828	-4.94%
Cornish	128	83	-35.16%
Unity	108	122	12.96%

source: NH DOE Fall District Enrollments (02-15); District Offices (16)

4. Future Enrollment

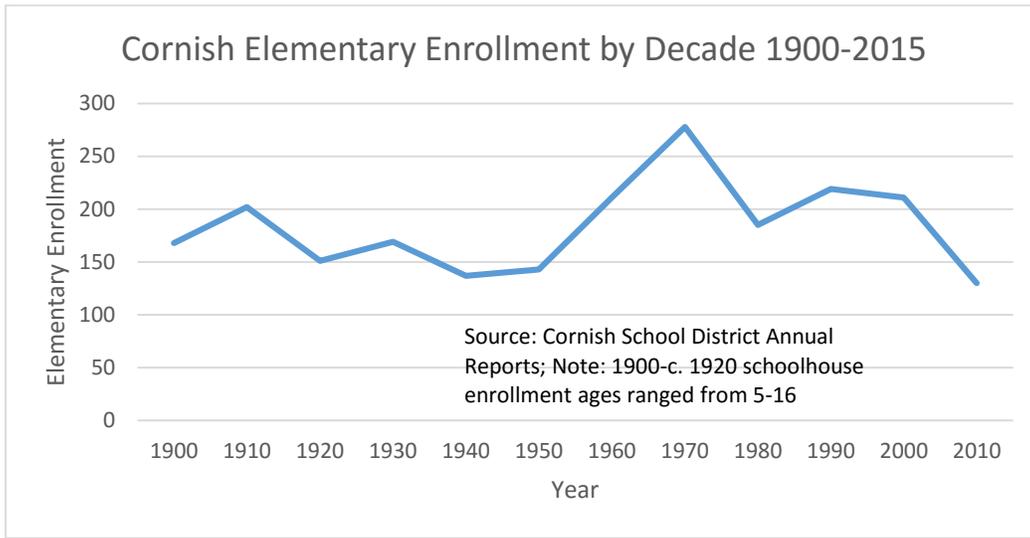


Table 2

History shows that Cornish population and school enrollments have dropped and recovered over time. Throughout population highs and lows, Cornish children have had the opportunity to begin their educational journey in Cornish since 1790. While it would be tempting to wait for the enrollment trend to reverse itself, the New England School Development Council (NESDEC) a widely recognized organization focused on school data, has projected Cornish Elementary enrollment to drop into the seventies from 2016 to 2020 and to stabilize in the sixties 2020-2030.⁴ Among the variables NESDEC projections take into consideration are birthrates, building permit issues, and historic enrollment.

Current enrollment numbers show that as larger classes in the upper grades leave the school, incoming class sizes are much smaller. The numbers are becoming so low that concern for the sustainability of our local school has grown among residents (Table 3, following page).

2015 NESDEC Report: Projected Cornish Elementary Enrollment through 2024	
Year	Projected Enrollment
2014	100
2015	96
2016	89
2017	77
2018	77
2019	73
2020	69
2021	67
2022	63
2023	63
2024	63

⁴ New England School Development Council, 1/5/2015 Report: Cornish Historic and Projected Enrollment

Table 3

2015/16 Cornish Elementary Enrollment by Grade 9/27/2015										
combined		combined		combined						
Pre-K	K	1	2	3	4	5	6	7	8	total
1	2	5	11	7	10	10	8	17	12	83

The steep enrollment decline in Cornish is unique among the three districts of SAU 6, and the challenge to Cornish is two-fold. The district must address the needs of a diverse community of learners within a very small school while working within the restraints of tight budgets and reductions in state revenues related to our decrease in enrollment. Full governance of SAU services by the citizens of Cornish has the potential to create a climate where SAU administration can directly address the specific needs of the Cornish School District.

Cornish has offered a public education to its children for over two centuries. Whether by ensuring schoolhouse windows let in enough light so that children can read, building a central school, conserving adjacent land as a recreation and educational area, or giving students the tools necessary to become twenty-first century learners, over the centuries Cornish has taken great care in the education of its children. Through collaboration and committees, and yes, through debate and disagreement, Cornish has endeavored through the years to make decisions that are in the best interests of its students.



The Cornish Elementary School today

B. Committee Goals

The goals of the Planning Committee inform all committee decisions and are as follows:

The SAU Planning Committee, in meeting the requirements of RSA 194-C:2, will

- keep the best interests of Cornish students first and foremost in our decision making process;
- make decisions which seek the long term sustainability of our local school; and,
- recognize the fiscal impact of our decisions on the town of Cornish and its residents.

C. Timeline

1. Events prior to creation of 2015/16 Cornish SAU Planning Committee.

a. March 2013

The Cornish Collaboration Committee was created during the Other Business section of the Cornish School District Annual Meeting and was charged to look at all options to collaborate

with Plainfield to maximize utilization of school facilities and programs and to look at ways to lower cost per pupil without compromising educational quality.

b. February 2014

The Cornish Collaboration Committee submitted to School Board at the 2014 Annual Budget Hearing an article under RSA 194-C:2 to form a Planning Committee to study the advisability of withdrawing from SAU6 and pursuing options that could include joining or purchasing services from another SAU.

c. March 2014

The School Board placed the article to form a Planning Committee on the warrant, and the article was voted in the affirmative by voice vote at the 2014 Annual Cornish School District Meeting.

d. March 2014-March 2015

Gwyn Gallagher, the School District Moderator, appointed Sandy Carlson, Peter Lynch, Heidi Jaarsma, Bill Palmer, and Nicole Saginor to the committee; the school board appointed Troy Simino and Holly Taft; and Middleton K. McGoodwin, SAU 6 Superintendent, served as a non-voting member of the committee. The first official meeting of the committee was held August 11, 2014, and the committee subsequently met on a monthly basis. The terms of all committee members expired one year from the meeting at which the committee was created.

Through studying the advisability of withdrawing from SAU 6, an SAU Planning Committee ultimately would recommend one of three options given in RSA 192-C:4:

1. Withdraw from SAU 6 and form a single district SAU; or
2. Withdraw from SAU 6 and reorganize, or join, with an existing SAU; or
3. Do not withdraw: remain with SA6.

State statute also required that the committee study the advisability of withdrawal, estimate the cost of any new organization, investigate methods for financing any new organization, prepare an educational and fiscal analysis of the impact of withdrawal, consult with the department of education, and submit a report of its findings and recommendations to the department of education and the several school districts within the existing school administrative unit. As part of a recommendation to withdraw, a plan for single district organization or for reorganization with an existing school administrative unit (SAU) must be submitted to the State Board of Education.

The committee began its work with an examination of state mandated superintendent services to school districts as outlined in RSA 194-C:4. Superintendent Middleton K.

McGoodwin provided the committee with the current SAU 6 administrative structure and with the SAU 6 administrative reorganization plan. Superintendent McGoodwin also provided the committee with the SAU 6 FY14 operating budget. Taking options one through three, in the paragraph above, separately, the committee first studied single district SAU organizational structures that could provide state mandated SAU services to the Cornish School District. A subcommittee met with the superintendents of Grantham, Lyme, and Plainfield, all single district SAUs, to gather information about their administrative structures, delivery of services, and the budgetary implications of their organization. The schools were chosen because of their similarity to Cornish. Each is a school district with a single elementary school, and each tuitions its high school students outside the district. All three SAUs reported to varying degrees that filling part time positions was a challenge for a small single district SAU. However, a high level of satisfaction with SAU services received was a common thread through our conversations with the various single district SAUs. In particular, the single districts enjoyed the focus of SAU personnel and resources on their school. The committee also examined population and enrollment trends in Cornish and the three single districts contacted. The committee found that the single district SAU option was feasible; however, the committee tabled the single district study in October and turned to the study of reorganization with an existing SAU.

In its study of the advisability of reorganization, or joining, with an existing SAU, the committee focused on reorganization with a single district SAU of relatively comparable size to the Cornish School District. Cornish was grouped with a larger city district in 1964 so that its students would benefit from a large area high school. Twenty-four years after the dissolution of Cornish's AREA agreement with Claremont's Stevens High School, only three students, or 4.6% of Cornish's high school population, attend Stevens High School in Claremont. Moreover, larger school districts of the 1960s possessed resources that small districts could never have duplicated. In our current century, information-age technology has been a great equalizer for small rural schools.

The challenges and opportunities of larger, more urban schools are quite different from those facing smaller, rural schools. Our small rural school has enjoyed the intimacy and direct attention that our small class sizes (10-15 students) have offered. The often perceived disadvantage of these small classes is the cost per student. When class size drops into the single digits, the advantages remain; however, justifying the fiscal sustainability of such small classes becomes more and more difficult. Moreover, addressing the needs of a diverse group of learners in a small setting can be challenging. Larger classes, often found in a more urban setting, can offer many opportunities for independent problem solving and negotiations between peers, skills that foster the "development of each child as a responsible person."⁵

⁵ Cornish Elementary School Mission Statement: The mission of the Cornish School District is to educate and inspire each child to reach his or her academic potential, as well as to help each child develop the skills required to be a responsible person.

Our staff could only benefit from collaboration with another school working to meet the needs of a similar population. The Committee found that a partnership with a school district of similar size was advisable and could provide Cornish staff with opportunities build a culture of shared experience among colleagues.

The Committee has been cognizant that the Cornish School District has much in common with the Unity School District. Both schools have combined classes to address declining enrollment. In the current year, Cornish teachers plan to observe the combined grade classrooms at the Unity School, and the Cornish School District is sharing a Unified Arts teacher with Unity. In spite of the beneficial relationship between our two districts, the distance between the Cornish and Unity schools, 15.9 miles, is a barrier to collaboration on a regular basis between staff and students.

The criteria for a reorganization study were that the superintendent of the existing small single district worked part-time and would be willing to increase time for Cornish services and that the existing SAU was interested in studying reorganization. Of the several single district SAUs contacted, Plainfield SAU 32 expressed interest in studying reorganization. A subcommittee met with the SAU 32 Superintendent and Finance Director in December and reported to the committee in January. SAU 32 provided the committee with a cost study of administrative positions required to provide SAU services to the Cornish School District. The Committee found advantage in the similarities the two school share and in their proximity to one another, 7.2 miles.

The committee recognized that a possible withdrawal from SAU 6 and subsequent organization as a single district SAU or reorganization with an existing district has broad and far reaching educational and fiscal implications for the Cornish community. The next step would be a careful analysis of the educational and fiscal impact of withdrawal and reorganization. Therefore, it was the recommendation of the committee that the school board place an article on the 2015 Cornish School District Warrant to create a new SAU Planning Committee which would continue studying the advisability of withdrawal from SAU 6.⁶

At the request of the 2014/15 SAU Planning Committee, the Cornish School Board placed an article on the 2015 Cornish School District Warrant pursuant RSA 194-C:2 to form a Planning Committee to study the advisability of withdrawing from SAU6 and pursuing options that could include joining or purchasing services from another SAU. The article was voted in the affirmative by voice vote.

⁶ See Appendix A

2. 2015/16 Planning Committee Study

Gwyn Gallagher, the School District Moderator, appointed Sandy Carlson, Peter Lynch, Heidi Jaarsma, Bill Palmer, and Nicole Saginor to the committee; the School Board appointed Glenn Thornton and Holly Taft; and Middleton K. McGoodwin, SAU 6 superintendent, served as a non-voting member of the committee. Glenn Thornton served on the committee through September 2015. School Board member Justin Ranney filled the vacancy left by Mr. Thornton.

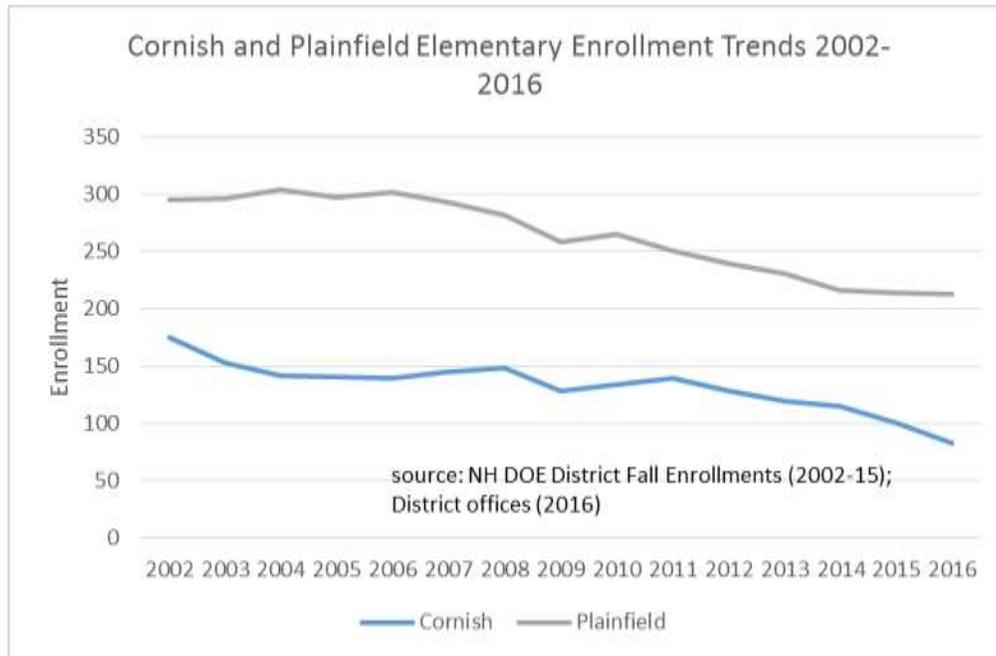
The Committee held an organizational meeting on April 27, 2015. Officers were elected, and the Committee reaffirmed the goals of the 2014/15 Planning Committee. The 2014/15 communications with SAU 32, Plainfield's single district SAU, were reviewed. Additionally, the Committee reviewed the warrant article approved by the voters of Plainfield at its 2015 Annual District Meeting:

To see if the {Plainfield School} District will vote to authorize the {Plainfield} School Board to implement an arrangement with the Cornish School District whereby superintendent services are provided to the Cornish School District by SAU 32 pursuant to RSA 194-C:4, provided that there will be no added cost to the Plainfield School District, and there will be no substantive change in governance over school expenditures, policies or practices by the Plainfield School District. (The School Board recommends this action.)⁷

Plainfield shares its southern boundary with the town of Cornish, and both towns are flanked by the Connecticut River on the west. Plainfield's town population (2,364) is 44% higher than Cornish's (1,640)⁸, and its school population (200) is more than twice that of Cornish (83). The Cornish School District is part of SAU 6, a three district SAU, and the Plainfield School District is SAU 32, a single district. Despite the disparity in population, Plainfield and Cornish share many similarities. Both of these rural residential towns are composed of village and rural zoning districts. Both towns support a single K-8 Elementary School and tuition their high school students to outside school districts. Both towns have seen a decrease in elementary enrollment. Both towns are working to address the unique challenges that dwindling class sizes and increasing costs bring to a small rural school.

⁷ Article VII, 2015 Plainfield School District Warrant

⁸ 2010 US Census



Using the same method applied to the three SAU 6 districts, the percent change in enrollment for the fifteen year period from 2002-2016 and for the five-year period from 2012-2016 were also calculated. Both Cornish and Plainfield have experienced a significant drop in enrollment over time.

Table 4-a

Cornish and Plainfield Enrollment Trends 2002-2016			
District	2002 Enrollment	2016 Enrollment	% Change Enrollment 2002-16
Cornish	175	83	-52.57%
Plainfield	295	213	-27.80%
source: NH DOE Fall District Enrollments (02-15); District Offices (16)			

Table 4-b

Cornish and Plainfield Enrollment Trends 2012-2016			
District	2012 Enrollment	2016 Enrollment	Percent Change Enrollment 2012-16
Cornish	128	83	-35.16%
Plainfield	239	213	-10.88%
source: NH DOE Fall District Enrollments (02-15); District Offices (16)			

A subcommittee of the Cornish Planning Committee met with the Plainfield Superintendent and Finance Director on May 6, July 22, and September 14, 2015, to discuss the possibilities of

reorganization with SAU 32. A single district school administrative unit is considered the same as a single school district.⁹ The Committee compared the governing structure of a single school administrative unit to that of a two district school administrative unit:

Single District SAU

- One (1) Political Body.
- One (1) Budget: SAU Budget is part of the General Fund Budget.
- One (1) Board: The School Board serves as the SAU Board.
- One (1) set of financial and administrative reports to DRA (Department of Revenue).
- One (1) audit.

Two District SAU

- Three (3) Political Bodies: District 1, District 2, and SAU.
- Three (3) Budgets: SAU Budget is apportioned between the districts.
- Three (3) Boards.
- Two (2) sets of financial and administrative reports to DRA, one for each district.
- Three (3) audits.

Although all parties at the table agreed that some form of collaboration between Plainfield and Cornish Schools could benefit the students and staff of both schools, reorganizing SAU 32 to be a two district SAU would require a substantive change in governance that was not within the spirit of the 2015 Plainfield Warrant Article VII. Moreover, the disparity in student population and equalized valuation between Plainfield and Cornish would result in an SAU budget apportionment of approximately 66% Plainfield and 34% Cornish. Budget projections for a proposed two district SAU 32 could not guarantee that the conditions of the 2015 Plainfield Warrant Article VII be met.

The Cornish School District Planning Committee announced at its September 28, 2015, meeting that it would no longer pursue reorganization with SAU 32. Taking the single district study of the 2014/15 Planning Committee under consideration, the study of a single district SAU was re-opened. The Committee designed a template based on the SAU6 FY16 Budget by origin code which would be used to compare proposals from other SAUs to provide the Cornish School District with services retained on an independent contractual basis. Committee members discussed possible SAU service providers. Plainfield already had given the committee preliminary numbers and would update. Vermont's Windsor Southeast Supervisory Union (WSESU), which has an existing relationship with the Cornish School District as a receiving district for Cornish high school students, also had expressed interest in providing superintendent services to a single district Cornish SAU.

Our School Board Chair hosted the WSESU Technology Director on a visit to the Cornish School to assess our level of need and to do an inventory of our infrastructure. His proposal to

⁹ NH RSA 194:1-a

us regarding the cost of services is based on that research as well as an in-depth conversation between the WSESU Superintendent and Director of Technology with our SAU6 Withdrawal Committee Chair and a sub-committee about our needs and expectations.

With the financial analysis ongoing, the committee studied the educational advisability of withdrawal from SAU 6 and the formation of a single district SAU. A subcommittee made a site visit to the Monroe Consolidated School District. The preK-8 student enrollment of the Monroe School District, approximately eighty students, is nearly identical to the current Cornish School District 15/16 enrollment. The Principal and Superintendent of Monroe explained to the subcommittee why they felt the organization of their school was not just educationally sustainable but highly desirable. At the outset of their formation as a single district the original organizational model of combined superintendent/principal had not been as successful as had been hoped, so the Monroe district revised its organizational structure to include two positions: full-time principal position and a two-day per week superintendent. It was the opinion of Monroe administration that this model best served the needs of its students. The Cornish Subcommittee asked if there was a concern in the Monroe community that the school would close due to decreasing enrollment. Monroe administration said that the issue does not come up. As a single district, Monroe administration takes advantage of the opportunity to focus on communication with the school and greater community.

At the October 26, 2015, meeting of the Cornish Planning Committee, a budgetary analysis of the following models under which the Cornish District would receive SAU services pursuant RSA 194-C:4 was presented:

1. Remain a district of SAU6.
2. Contract all SAU Services from SAU 32 (Plainfield).
3. Contract Superintendent, Business, and Technology Services from WSESU; Special Education Services by Cornish School District.
4. Contract Superintendent, Business, and Special Education Services from SAU 32; contract Technology Services from WSESU.

A motion was made and seconded to study the fourth option. Upon withdrawal from SAU 6, the Cornish School District would contract through SAU 32 on a part-time basis the Superintendent, Finance Director, and Special Education Director. WSESU would provide technology services to the Cornish School District. It was the opinion of a majority of the committee that the fourth option met the committee goals. The motion carried by a 5-1 vote. The report that follows will demonstrate the advisability of the withdrawal plan, the operating costs of the proposed plan, and the impact of withdrawal on the remaining districts of SAU 6.

IV. PLANNING COMMITTEE FINDINGS

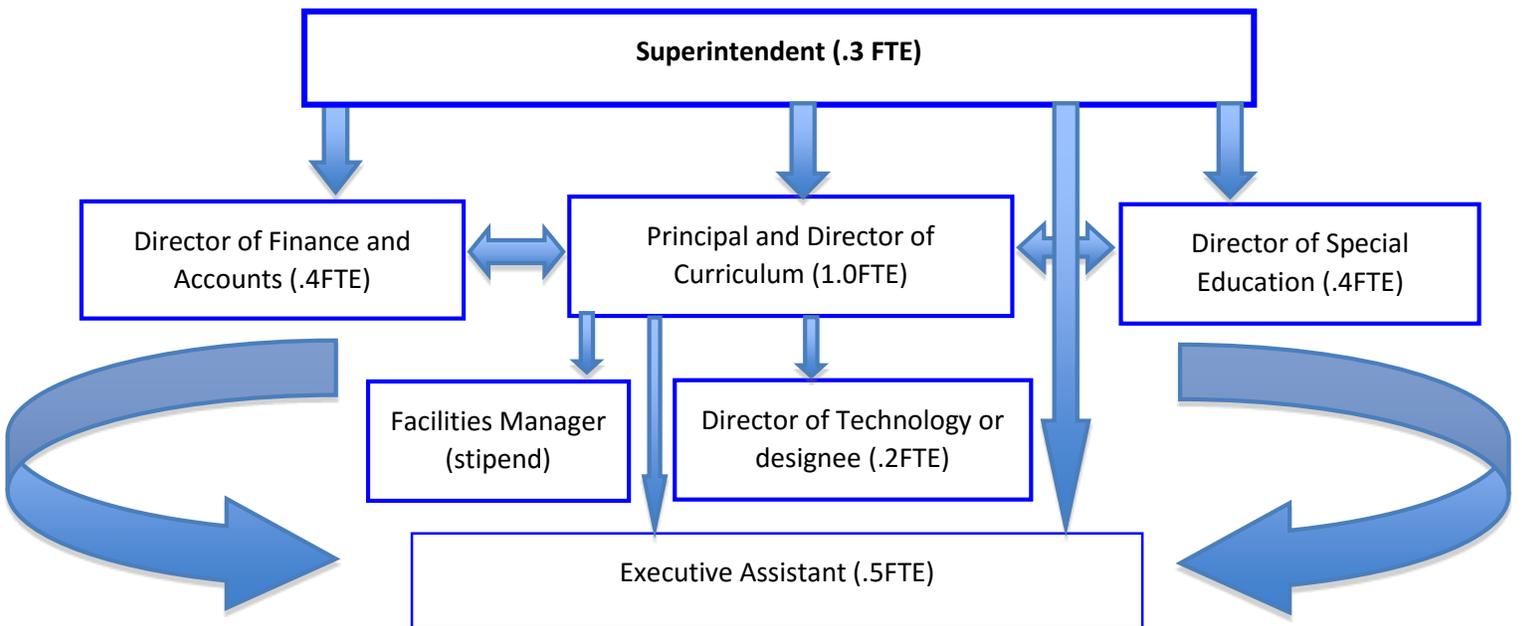
A. *Advisability of Withdrawal: The Planning Committee shall study the advisability of the withdrawal of a specific school district from a school administrative unit in accordance with this chapter, its organization, operation and control, and the advisability of constructing, maintaining and operating a school or schools to serve the needs of such school district.*¹⁰

- The Cornish SAU Planning Committee found the withdrawal of the Cornish School District from SAU 6 and the organization of the Cornish School District as a Single District SAU advisable.

1. Proposed Organization.

As SAU 6 serves 2,033¹¹ students in three towns, the infrastructure is substantial and top-heavy. As our student population drops and the proportion of our assessment to the SAU drops with it, so does our level of service. We propose a structure that would be simple and would provide direct service to the needs of our students in partnership with another small SAU, specifically SAU 32, the Plainfield School District. This would allow close collaboration with a similar school district and the ability to tailor services to suit our population. Table 5 outlines the Proposed SAU Organization:

Table 5: Proposed SAU Organization



¹⁰ NH RSA 194-C:2.IV.a.1

¹¹ SAU 6 9/27/2015 Enrollment (see Appendix H)

Table 6, below, demonstrates how the proposed administrative organization will meet the requirements or RSA 194-C:4:

Table 6¹²

<p>Educational Mission pursuant RSA 194-C:4.I: The mission of the Cornish School District is to educate and inspire each child to reach his or her academic potential, as well as to help each child develop the skills required to be a responsible person.</p>	
<p><u>Leadership Team:</u></p>	
Superintendent (.3 FTE)	Administrative Assistant to Superintendent (.5 FTE)
Finance & Accounts Director (.4 FTE)	Administrative Assistant to Principal (1.0 FTE)
Special Education Director (.4 FTE)	Facilities Manager (stipend)
Technology Director or Designee (.2 FTE)	
Cornish Elementary Principal (1.0 FTE)	

Duties of the Superintendent: Cornish Single District

*All duties under supervision of Superintendent.

Administrative Duties of the Superintendent pursuant RSA 194-C:4.II.a-r	Primary Duty*
<i>a. Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.</i>	Based on the SAU 32 model, Finance Director ¹³ will be responsible for all aspects of the Business Office from the overall management of the budget, funds management, reports and compliance, to the cash flow, payroll, accounts payable, and purchasing. Currently a .6 FTE at SAU 32.
<i>b. Recruitment, supervision, and evaluation of staff;</i>	The Principal will recruit, hire, train, and evaluate all professional faculty and regular education paraprofessionals, collaborating with the Plainfield Principal when sharing staff is involved. The Director of Special Education will support the principal in evaluation of Special Education faculty and paraprofessionals. The Superintendent is responsible for recruiting, recommending for hire, and evaluating all District Administrators.
<i>labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration;</i>	The Superintendent will handle all personnel-related legal and contractual matters.

¹² FTE=Full-Time Equivalent, please see Appendix K for a detailed definition.

¹³ Shortened for the sake of space: Director of Finance and Accounts

Table 6 (cont.)

Administrative Duties of the Superintendent	Primary Duty*
<i>(b. continued) and management of all employee benefits and procedural requirements.</i>	The Finance Director will oversee employee benefits. The Assistant to the Superintendent will handle the clerical aspects of the human resource responsibilities.
<i>c. Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.</i>	The Principal will have primary responsibility for all aspects of the instructional program (curriculum, instruction, assessment, and professional development), in collaboration with and with oversight by the Superintendent in matters of compliance and policy including student discipline and bullying and bullying and harassment.
<i>d. Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.</i>	The Special Education Director will be responsible for all special student services. The Superintendent will be the Title IX officer and will handle all issues of harassment in the workplace.
<i>Special Ed: Catastrophic Aid and Medicaid billing</i>	The Special Education Director with the Finance Director will oversee Medicaid Billing and Catastrophic Aid.
<i>e. Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.</i>	The Principal (see ‘c’)
<i>f. The on-going assessment of district needs relating to student population, program facilities and regulations.</i>	The Superintendent after consultation with Principal , the Directors of Special Education and Technology , and the Facilities Manager .
<i>g. Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements: Title I, IIA</i>	Principal (see ‘c’).
<i>Grants: IDEA</i>	Special Education Director (see ‘d’)
<i>Grants: All other</i>	Superintendent
<i>h. Oversight of the provision of insurance, appropriate hearings, litigation, and court issues.</i>	Superintendent
<i>i. School board operations and the relationship between the board and the district administration.</i>	The Superintendent , answering directly to the Board, is the primary contact person for the Board in all matters.

Table 6 (cont.)

Administrative Duties of the Superintendent	Primary Duty*
<i>j. The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.</i>	The Principal is the direct contact person for all students, parents, and community members. He/she is responsible for the daily safe and orderly educational environment and site management of all aspects of the instructional program.
<i>k. Assignment, usage, and maintenance of administrative and school facilities.</i>	The Principal , in close collaboration with the Facilities Manager , the Technology Director , and the Assistant to the Principal .
<i>l. Designation of number, grade or age levels and, as applicable, other information about students to be served.</i>	The Principal , after consultation with the teachers.
<i>m. Pupil governance and discipline, including age-appropriate due process procedures.</i>	Principal
<i>n. Administrative staffing.</i>	Superintendent (see 'c')
<i>o. Pupil transportation: contract, routes, daily administration.</i>	The Superintendent in collaboration with the Finance Director will handle contracts for student transportation while the Principal , in collaboration with the Administrative Assistant to the Principal , will oversee daily administration and routes.
<i>p. Annual budget, inclusive of all sources of funding.</i>	The Superintendent , Business Manager , and the Principal will develop the budget with the School Board .
<i>q. School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.</i>	Superintendent
<i>r. Identification of consultants to be used for various services.</i>	Superintendent

2. Advantages

- The Superintendent and the Business Manager would be the same in our SAU as the Plainfield SAU. That way, our two small districts would be able to attract the best applicants for these positions, offering full time jobs instead of fractional ones.
- We would be able to make contracts with SAU 32 or with other nearby districts for specified periods of time, allowing us to continually evaluate services and make adjustments to achieve the best services at the best cost.
- The needs of our small district would be met by administrators who serve two like districts, thereby ensuring that the services fit our needs best.

3. Benefits of Collaboration

With the enrollment of the Cornish Elementary School dropping to below 90 students, our district has had to make some difficult choices. Some of these have included the decrease in the arts, second language, guidance, and the creation of multi-grade classes. As the costs in SAU 6 have risen due to their extensive infrastructure and to the needs of the Claremont School District, we have had to make the aforementioned adjustments with little notice and little support.

Specifically, the creation of our multi-grade classes was in flux through the summer prior to implementation when teachers, who had not previously taught multi-grades, could have been doing thoughtful planning, professional development, and seeking careful curriculum guidance. As a single district SAU in collaboration with SAU 32, our teachers would have ongoing support from the Plainfield School teachers who have experience with multi-grades. Curriculum, instructional strategies that are unique to multi-grades and instruction in general, as well as assessments could be shared and/or developed cooperatively. This benefit would extend to our upper grades. Right now, for example, our science teacher who teaches grades 5-8, has no partner in SAU 6 but would if we were collaborating with SAU 32. We see additional benefits to collaboration with another small, single district SAU:

- As all schools are adjusting their curricula to align with the Common Core, there would be no substantive differences in what is taught. The benefit would rather be felt in the “how.”
- A second benefit would be the possibility of sharing the unified arts teachers, guidance, etc. This could allow us to offer full-time positions instead of fractional ones, thereby increasing the quality and quantity of the applicant pool.
- Third, our Principal, who would now be in charge of all instructional programs, would be able to partner with the Plainfield Principal who has the same responsibilities.

Finally, there could be opportunities to offer programs that do not exist and to enhance those that do. Some examples:

- Our students could potentially access instruction in a second language, which is offered in Plainfield at this time but was removed from our rising school budget.
- Should we share a music teacher, the two schools could have joint concerts and offer our students a more robust music program.
- Our sports programs could collaborate, creating more athletic opportunities to students at both schools.

4. Special Education

Special Education has suffered under our declining enrollment, which has not been accompanied by a declining special education population. Currently, our budget has provided for 1.5 Special Education teachers. We have to date not been able to fill the .5 position as most Special Education teachers are looking for full-time jobs. Collaborating with SAU 32, we would

have two options for offering the services of a Special Education Director. We could share that position with SAU 32 as we would be doing with a Finance Director and offer a full-time position, or we could hire an in-house Special Education Director at a .5FTE and combine it with the .5 FTE Special Education teacher that we have not yet been able to find.

At this time, it is our plan to share a Special Education Director with SAU 32. Serving the needs of the special education population in a small rural school setting creates both unique challenges and opportunities. While small schools may have limited resources, small class sizes offer an environment where teachers can differentiate instruction in order to create a learning community that meets the needs of all students. A Special Education Director will be able to focus completely on addressing the challenges and optimizing the advantages of serving students in a small school. We think that creating a full-time position shared between two similar schools would attract the most qualified potential candidates and would give our teaching staff and Principal the maximum support.

5. Technology

Our small school has struggled for years to offer the range of services in technology, both at the infrastructure and curricular levels. Our teachers have had little professional development, comparatively, in technology integration, and the school has experienced stoppages in availability of some technology while awaiting repairs or system upgrades either from SAU 6 or from our contracted technology provider, Systems Plus Computers, a local company that serves both corporate and educational clients. This situation is not unusual for a small rural school. However, we do have the opportunity to purchase technology services from the Windsor Southeast Supervisory Union just across the river. They have been on the cutting edge in educational technology since the early 1990's and offer a substantial set of opportunities for their students and teachers to benefit from programs and hardware that are continually reviewed, updated, and repaired as necessary with a very short turnaround time for repair requests. Their Director of Technology has submitted a proposal which would give us a guaranteed two half-days a week of a technician, prompt reaction time to repair requests, and the possibility of our teachers receiving professional development for skills in integrating technology into their curriculum.

As the providers of our Director of Technology, WSESU would run our PowerSchool program – a program with which our teachers are familiar – by adding our student accounts to their system. This would minimize the one-time costs that would have been necessary to purchase a license for a new program to match what SAU 32 uses.

This is one specific example of how establishing the Cornish School District as its own SAU could save our taxpayers money. Once the SAU 6 budget is established, our voters have no options to reduce costs in that line item. By choosing to receive services from varying districts depending on our needs and their various capacities, we will have the opportunity to save money in that way as rather than through cuts to our services. Our committee has established that surrounding school districts have both the capacity and the desire to provide support for our educational needs.

6. Facilities Management

The Committee took comment from Cornish administration regarding district needs in facilities management. The district could change a current full-time maintenance position from an hourly position to a salaried one. The duties of this salaried position would include facilities management. Or, the district could maintain the current full-time maintenance position as an hourly one and offer a stipend for the added duties of Facilities Manager. The proposed organization budget reflects the stipend option. The Committee also recommends that the Building and Maintenance Committee become more involved in regular and capital maintenance planning.

7. Other Considerations

a. Contracts with Other Districts

The Committee has outlined the substantial benefits of sharing administrative staff between our proposed single district organization and Plainfield's single district SAU 32. We are mindful that there do exist are potential situations, such as the existing food service contract between the Cornish and Plainfield Districts, which would require each district to advocate in its own best interest. These situations will require active and transparent negotiation between the Plainfield and Cornish School Boards facilitated by the Superintendent serving both districts.

b. Special Services Contracts

The SAU 6 Office of Special Education serves a large population and likely is able to negotiate contracts with therapists and other specialists at a lower rate than a small district potentially would be able to find on the open market. Even if Plainfield and Cornish were to combine forces, their special needs population would be a portion of a combined enrollment of 296. SAU 6 is able to negotiate contracts that serve a special needs population that is a portion of a combined SAU 6 enrollment of 2,047. It is beyond the purview of this committee to predict what level of special education services the Cornish School District will require in the future. Current fiscal year, 2015-16, Special Education costs (\$597,917) account for 17% of the Cornish District Budget (\$3,522,445).

c. Internal Controls

Internal controls are the financial processes and procedures that enable an institution to safeguard its assets. The more people processing transactions the better. One advantage of a large institution is that internal controls are easily built into the organization. For example, one employee receives the invoice, another reviews the budget and authorizes the expenditure, a third enters the expenditure into the general ledger and cuts the check, and a fourth signs. For a small organization, this model of internal controls is not feasible. Internal controls for the proposed single district organization will include financial oversight by a contracted independent individual or entity with the appropriate credentials.¹⁴

¹⁴ See Appendix C, Note 7-6

B. Operating Costs: *The Planning Committee shall estimate the construction and operating costs of operating such school or schools.*¹⁵

- The Cornish SAU Planning Committee found the estimated costs of operating the proposed single district SAU feasible. Through an analysis of estimated FY18 operating costs for the proposed single district SAU organization and an estimated SAU 6 FY18 budget, the Committee identified potential savings to the Cornish School District.

1. FY18 Anticipated Operating Costs

The SAU organization described in section III.A, if approved by the DOE and the voters of the March 5, 2015, Cornish School District Meeting, would go into effect July 1, 2017. The Committee has estimated a proposed SAU Office budget for FY18. Adjustments have been made to other areas of the Cornish School District Budget to reflect the impact of the proposed SAU organization on the bottom line. Table 7, below, outlines the estimated operating costs of the proposed single district SAU organization.

Table 7: ESTIMATED FY18 Budget, Proposed SAU Organization (following page). See Appendix C for supporting tables.

¹⁵ RSA 194-C:2.IV.a.2

PROPOSED CORNISH SINGLE DISTRICT SAU			
ESTIMATED FY18 BUDGET			
SAU Office			Source:
Salaries & Benefits	\$ 167,902		Table 7-1a
Dues & Fees	\$ 2,000		Table 7-1
Prof Dev	\$ 1,500		Table 7-1
T ravel	\$ 500		Table 7-1
Contracted Services	\$ 25,749		Table 7-2
Software	\$ 500		Table 7-1
Equipment	\$ 500		Table 7-1
Postage	\$ 700		Table 7-1
Advertising	\$ 2,000		Table 7-1
Office Supplies	\$ 1,000		Table 7-1
Audit	\$ 9,500		Table 7-1
Bldg Rent	\$ -		
Telephone	\$ -		
Electricity	\$ -		
Repairs/Maint.	\$ 500		Table 7-1
FY18 SAU Office		\$ 212,351	
One Time Costs: FY 18			
Technology (software purchase)	\$ 15,900		Table 7-2
Website Construction	\$ 2,000		Note 7-4
Building Improvement	\$ 1,000		Note 7-5
New Equipment	\$ 2,600		Table 7-4
Furniture	\$ 900		Table 7-5
subtotal one time FY18 costs		\$ 22,400	
TOTAL FY18 SAU COSTS		\$ 234,751	
District Budget: Increase/Decrease			
Add: Info Mgt Contracted Svc	\$ 15,000		Note 7-1
Less: Info Mgt Contracted Svc	\$ (8,560)		Table 7-3
Less: Sped Prof Svc	\$ (20,000)		Note 7-2
Less: District Audit	\$ (8,000)		Note 7-3
Less: School Report (SAU adv.)	\$ (1,100)		Note 7-3
subtotal increase/decrease		\$ (22,660)	
ESTIMATED FY18 Cornish Budget Impact		\$ 212,091	

The Committee estimated potential one-time costs associated with the single district SAU organization at \$22,400. In consultation with the building principal, the Committee has identified two small office spaces in the Cornish Elementary School that are currently unoccupied; the installation of wiring for phone and electricity, estimated at \$1,000, is the only construction cost associated with the operation of the proposed single district SAU and is included in one-time costs in Table 7, above.¹⁶

In comparison with the FY18 SAU6 budget,¹⁷ the estimated proposed single district budget shows potential savings to the school district. Although the Committee has taken great care in studying the costs associated with the operation of the proposed single district SAU, we would like to emphasize that estimated budgets and estimated tax rates have many moving parts subject to change: state adequacy aid, future contractual obligations, changes in municipal valuations, to name only a few. Given the information the Committee has to date, the figures given in our report are a best estimate of future operating costs. Table 8 (following page) offers a comparison between the Committee's estimated FY18 SAU 6 District Assessment and the proposed SAU organization FY18 budget.

¹⁶ See Appendix E for floorplan.

¹⁷ See Appendix F for detail of ESTIMATED SAU 6 FY18 budget.

Table 8

Proposed SAU Office Organization Estimated FY18 Budget		Estimated FY18 SAU 6 Budget Cornish District Assessment (11.14%)			
Salaries & Benefits	\$ 167,902	Salaries & Benefits	\$ 202,001		
Dues & Fees	\$ 2,000	Dues & Fees	\$ 1,086		
Prof Dev	\$ 1,500	Professional Development	\$ 2,395		
Travel	\$ 500	Travel	\$ 891		
Contracted Services	\$ 25,749	Contracted Services	\$ 4,211		
Software	\$ 500	Software	\$ 13,925		
Equipment	\$ 500	Equipment	\$ 2,451		
Postage	\$ 700	Postage	\$ 1,061		
Advertising	\$ 2,000	Advertising	0		
Office Supplies	\$ 1,000	Supplies	\$ 1,315		
Audit	\$ 9,500	Audit	\$ 1,225		
Bldg Rent	\$ -	Building Rent	\$ 4,411		
Telephone	\$ -	Telephone	\$ 524		
Electricity	\$ -	Electricity	\$ 724		
Repairs/Maint.	\$ 500	Repairs & Maintenance	\$ 557		
Lease	\$ -	Lease	\$ 334	Variance:	Percent
Total Proposed SAU Budget	\$ 212,351	Total Budget	\$ 237,110	Proposed	Increase/
Revenues*	\$ -	Less 11.14% EST Revenue	\$ (6,760)	less SAU 6	Decrease
Proposed SAU Budget	\$ 212,351	EST FY 18 SAU 6	\$ 230,350	\$ (17,999)	-7.81%
Add: One-Time FY18 costs	\$ 22,400	(Cornish District Assessment)			
TOTAL FY18 proposed SAU	\$ 234,751	EST FY 18 SAU 6	\$ 230,350	\$ 4,401	1.91%
Less est District Budget Decrease	\$ (22,660)	(Cornish District Assessment)			
TOTAL Potential Impact FY18	\$ 212,091	EST FY 18 SAU 6	\$ 230,350	\$ (18,259)	-7.93%
Less SAU6 District Assessment	\$ (230,350)	(Cornish District Assessment)			
Potential Savings FY18	\$ (18,259)				

The Committee identified potential FY18 savings directly related to the proposed Single District Organization. The Proposed FY18 SAU Budget is \$4,401, or 1.91%, more than the estimated SAU 6 FY18 Budget. Taking into consideration an anticipated \$22,660 reduction¹⁸ in the Cornish District Budget, potential FY18 savings directly related to the Single District Organization are estimated at \$18,259, which represents a decrease of 7.93% from the estimated SAU 6 FY18 budget.

The estimated FY18 potential savings to the Cornish District Budget are **directly related** to the organization as a single district SAU and **do not take into account other increases or decreases within the district budget that would affect the overall bottom line increase or decrease to the FY18 Cornish School District.**

¹⁸ See Appendix C, supporting tables and notes, for detail of anticipated reductions in the Cornish District Budget.

2. FY17 Anticipated Transition Costs

The anticipated transition costs to be incurred in the 2016/17 fiscal year are shown in Table 9, below. Transition costs related to withdrawal are estimated to total \$12,267. The method of financing transition year costs is outlined in Section IV.A.2.

Table 9: Estimated FY17 Transition Costs¹⁹

CORNISH SCHOOL DISTRICT FY17 ANTICIPATED COSTS DIRECTLY RELATED TO WITHDRAWAL FROM SAU 6		
Transition Costs FY17*		ESTIMATED
Technology - Data/Systems transfer	\$ 3,000	Anticipated Tax
Legal Services	\$ 2,450	Rate Impact*
Business Office - Data Transfer	\$ 6,817	Inc/(Dec)
Total Transition costs FY17	\$ 12,267	\$ 0.07
*Subject to Change: Tax ESTIMATE calculated using 2015 valuation.		

C. Methods of Financing: *The Planning Committee shall investigate the methods of financing such school or schools, and any other matters pertaining to the organization and operation of a school administrative unit.*²⁰

- The Cornish SAU Planning Committee found that the method of financing the organization and operation of the proposed single district school administrative unit will be through general taxation.

The costs associated with the proposed SAU office will be incorporated into the Cornish School District General Fund Budget. Since Cornish voters authorize all appropriations to the District’s General Fund at the Annual District Meeting, Cornish will have a complete voice in the proposed SAU budget. The balance between estimated revenues and appropriations will be raised by taxes by the town of Cornish.

The estimated proposed FY18 SAU Office budget shows potential savings. Taking the anticipated savings in Special Education Professional Services, Information Management Contracted Services, and the District Audit (in proposed SAU Budget), the net estimated tax impact of the proposed SAU organization FY18 budget impact of \$212,019 would be \$1.21 per thousand, calculated using the DRA approved 2015 Cornish Municipal Valuation (\$174, 631,473).

¹⁹ See Appendix D for detail of anticipated transition costs.

²⁰ RSA 194-C:2.IV.a.3

Given the tax impact estimated FY18 SAU 6 Cornish District Assessment of \$1.31 per thousand, the proposed SAU budget could decrease the tax rate impact of SAU Services by an **estimated** \$0.10 per thousand.

Table 10

POTENTIAL IMPACT OF CORNISH WITHDRAWAL FROM SAU 6 FY18 CORNISH SCHOOL DISTRICT BUDGET	ESTIMATED Proposed Cornish SAU FY18 Budget	ESTIMATED SAU 6 FY18 Cornish Assessment	Difference (Cornish Proposed less SAU 6)	Percent Increase/ Decrease	ESTIMATED FY18 Cornish Tax Rate Impact* Inc/(Dec)
SAU Office	\$ 212,351	\$ 230,350	\$ (17,999)	-7.81%	
Anticipated District Budget Increase/Decrease	\$ (22,660)	\$ -			
ESTIMATED FY18 Impact without one-time costs	\$ 189,691	\$ 230,350	\$ (40,659)	-17.65%	\$ (0.23)
ADD: Anticipated one-time costs	\$ 22,400	\$ -			
ESTIMATED FY18 impact (includes one-time costs)	\$ 212,091	\$ 230,350	\$ (18,259)	-7.93%	\$ (0.10)

*Subject to change: ESTIMATED Tax Impact calculate using 2015 valuation

Again, as a cautionary note, anticipated tax rates are based on the most current numbers available. Many factors go into the actual tax rate and any associated savings, among them: actual FY18 budgets, the 2017 municipal valuation, and 2018 estimated revenues. The Committee has identified potential savings on the tax rate in the area of \$0.10 as the result of an anticipated reduction in the FY18 Cornish School District Budget of approximately \$18,259. Subsequent fiscal years will not include one-time costs. The committee expects increases in the salary and benefits line of the proposed single District Organization in subsequent years due to annual negotiated salaries and benefits. Taking those increases into consideration, without one-time costs, there does exist potential for further savings in subsequent years under the proposed SAU organization. We would like to reiterate that the estimated FY18 potential tax rate impacts estimated here are **directly related** to the organization as a single district SAU and **do not take into account other increases or decreases within the district budget that would affect the overall tax rate increase or decrease due to the total FY18 Cornish School District Budget.**

D. Impact of the Withdrawing District on Remaining SAU6 Districts: *The Planning Committee shall prepare an educational and fiscal analysis of the impact of the withdrawing district on any school districts remaining in the school administrative unit and a proposed plan for the disposition of any school administrative unit assets and liabilities.*²¹

- The Cornish SAU Planning Committee found that the educational impact of the withdrawing district on the school districts remaining in SAU 6 will be minimal, if any.
- The Cornish SAU Planning Committee found the fiscal impact of the withdrawing district on the school districts remaining in SAU 6 will result in increased SAU 6 District Assessments for the Claremont and Unity School Districts; however, SAU 6 would have the opportunity to make adjustments to its organization and budget during FY17 to reduce the anticipated FY18 fiscal impact on the remaining districts.

1. Educational Analysis

In a presentation to the SAU 6 Board, the Superintendent prepared two organizational scenarios: one including the Cornish School District and one without it.²² It does not appear that there is any variance between the two, other than the removal of the Cornish School Principal, who is paid for through the Cornish School District budget and not the SAU budget. Therefore, the only impact on the organizational structure at SAU 6 would be the removal of duties from all SAU staff that would involve service to the Cornish School. This could only have a positive impact, as each administrator or assistant would have that much less on their plate and demonstrates that the large central office structure, while subsidized in small part by the Cornish District's assessment, is not affected by the needs of the Cornish School.

There should be no impact whatsoever on the educational programs in the two remaining districts, Claremont and Unity. As all administration will remain in place, both towns should continue to get the educational services as they normally would regardless of the actions of the Cornish School District. The Superintendent and Assistant Superintendent maintain the same FTEs and salaries; the Curriculum, Instruction, and Assessment Coordinator, the Director of Technology and a request for an additional .5 Tech integration person remain unchanged. These are the positions at the central office that most directly impact educational programs, instructional and assessment services, and support for student achievement at all schools. With the new Smarter Balance assessments, all schools are establishing a new baseline of results, so it will be hard to measure an impact on student performance. However, since the ongoing use of student performance monitoring will remain unchanged, there should be a zero impact on the measurement of student performance.

²¹RSA 194-C:2.IV.a.4

²² See Appendix G

2. Fiscal Analysis

The Committee analyzed the actual SAU 6 FY16 District Assessment under two scenarios: SAU 6 with Cornish, Claremont and Unity and SAU 6 with Claremont and Unity. The same analysis was run on the proposed SAU 6 FY17 District Assessment. These analyses are for informational purposes to gain understanding of the impact of the SAU District Assessments. Because no reduction in staff is anticipated due to a withdrawal, adjustments to the SAU 6 budget as a result of a Cornish withdrawal are mainly per student use charges. No adjustments were made in the SAU 6 FY16 and FY17 budget to reflect a Cornish withdrawal.

The Committee estimated an FY18 SAU 6 budget by increasing SAU 6 FY17 salaries and benefits by 3%. Should the Cornish vote to withdraw from SAU 6 at its March 2016 School District Meeting, the actual withdrawal from SAU 6 would take place in FY18; therefore, in the FY 18 scenario of SAU 6 without Cornish, minor adjustments were made to various SAU budget lines. The SAU 6 Organizational Plan²³ without Cornish shows no reduction in SAU staff. Likewise, because the amounts adjusted account mainly for per pupil charges such as PowerSchool and School Messenger, the impact of 83 Cornish students is small.

The estimated FY18 SAU 6 is based on the proposed FY17 SAU 6 budget. It is important to note that although the FY17 total budget shows an overall increase of 13%, the SAU District Assessments do not show the same increase due to the use of fund balance, in the amount of \$75,000, to offset the district assessments.²⁴ SAU 6 has not used fund balance to offset District Assessments for the four years prior.²⁵ Based on this data, the Committee cannot assume that future District Assessments will be offset by projected year-end fund balance. The estimated FY18 budget reflects this assumption.

The following tables were generated under two scenarios:

- scenario 1: SAU 6 = Claremont, Cornish and Unity Districts
- scenario 2: SAU 6 = Claremont and Unity Districts

²³ Ibid.

²⁴ SAU 6 Proposed 2016-17 Budget and supporting documents, Version #1, 10/28/2015

²⁵ SAU 6 Actual/Projected Statement of Revenues 2013-2017

- a. ANALYSIS OF PROPOSED DISTRICT ASSESSMENT **FY16** (July 1, 2015-June 30, 2016 school year).

Table 11-a: Actual **FY16** District Assessment, scenario 1, Claremont, Cornish, Unity

SAU 6 APPORTIONMENT FOR FISCAL YEAR 2015/16 BUDGET: Claremont, Cornish, Unity						
School District	Equalized Valuation Inc. Utilites 2013	Avg. Daily Membership 2013-14	% Equalized Valuation 2013	% Avg. Daily Membership 2013-14	% Apportionment 2015-16	District Share 2015-16
Claremont	\$ 711,341,286	1,729.77	70.09%	88.69%	79.39%	\$ 1,481,977
Cornish	\$ 184,517,950	107.26	18.18%	5.50%	11.84%	\$ 221,027
Unity	\$ 119,012,954	113.41	11.73%	5.81%	8.77%	\$ 163,726
totals	\$ 1,014,872,190	1,950.44	100%	100%	100%	\$ 1,866,730

Table 11-b: Hypothetical **FY16** District Assessment, scenario 2, Claremont, Unity

SAU 6 APPORTIONMENT FOR FISCAL YEAR 2015/16 BUDGET: Claremont, Unity						
School District	Equalized Valuation Inc. Utilites 2013	Avg. Daily Membership 2013-14	% Equalized Valuation 2013	% Avg. Daily Membership 2013-14	% Apportionment 2015-16	District Share 2015-16
Claremont	\$ 711,341,286	1,729.77	85.67%	93.85%	89.76%	\$ 1,675,523
Unity	\$ 119,012,954	113.41	14.33%	6.15%	10.24%	\$ 191,207
totals	\$ 830,354,240	1,843.18	100%	100%	100%	\$ 1,866,730

Table 11-c: Impact of hypothetical withdrawal **FY16**

ESTIMATED FY16 IMPACT OF CORNISH WITHDRAWAL FROM SAU			
School District	District Share SAU FY16 inc/(dec)	% increase District Share FY16 inc/(dec)	Tax Impact inc/(dec) per thousand
Claremont	\$ 193,546	11.55%	\$ 0.27
Unity	\$ 27,481	14.37%	\$ 0.23

b. ANALYSIS OF PROPOSED DISTRICT ASSESSMENT **FY17** (July 1, 2016-June 30, 2017 school year).

Table 12-a: Proposed **FY17** SAU 6 Calculation of District Assessment²⁶

FY17 Proposed SAU 6 Budget: Claremont, Cornish, Unity		
Calculation of District Assessment		
Total Budgeted FY17	\$	2,075,643
Revenues:		
Interest	\$	(250)
Miscellaneous	\$	(500)
From Federal Grants	\$	(51,876)
From Fund Balance	\$	(75,000)
District* Assessment	\$	1,948,017

Table 12-b: **FY17** District Assessment, scenario 1 (Claremont, Cornish, Unity)

SAU 6 APPORTIONMENT FOR PROPOSED FISCAL YEAR 2016/17 BUDGET: Claremont, Cornish, Unity						
School District	Equalized Valuation Inc. Utilites 2014	Avg. Daily Membership 2014-15	% Equalized Valuation 2014	% Avg. Daily Membership 2014-15	% Apportionment 2016-17	District Share SAU Proposed 2016-17
Claremont	\$ 715,016,245	1,737.19	70.13%	89.52%	79.82%	\$ 1,554,977
Cornish	\$ 176,537,505	96.37	17.31%	4.97%	11.14%	\$ 217,016
Unity	\$ 128,025,975	107.03	12.56%	5.52%	9.04%	\$ 176,024
totals	\$ 1,019,579,725	1,940.59	100%	100%	100%	\$ 1,948,017

Table 12-c: **FY17** District Assessment, scenario 2 (Claremont, Unity)

SAU 6 APPORTIONMENT FOR PROPOSED FISCAL YEAR 2016/17 BUDGET: Claremont, Unity						
School District	Equalized Valuation Inc. Utilites 2014	Avg. Daily Membership 2014-15	% Equalized Valuation 2014	% Avg. Daily Membership 2014-15	% Apportionment 2016-17	District Share SAU Proposed 2016-17
Claremont	\$ 715,016,245	1,737.19	84.81%	94.20%	89.51%	\$ 1,743,575
Unity	\$ 128,025,975	107.03	15.19%	5.80%	10.49%	\$ 204,442
totals	\$ 843,042,220	1,844.22	100%	100%	100%	\$ 1,948,017

²⁶ SAU 6 Proposed 2016-17 Budget and supporting documents, Version #1, 10/28/2015

Table 12-d: ESTIMATED impact of withdrawal **FY17**.

ESTIMATED FY17 IMPACT OF CORNISH WITHDRAWAL FROM SAU 6			
School District	ESTIMATE: District Share SAU FY17 inc/(dec)	ESTIMATE: % increase District Share FY17 inc/(dec)	ESTIMATED Tax Impact* inc/(dec) per thousand
Claremont	\$ 188,598	12.13%	\$ 0.26
Unity	\$ 28,418	16.14%	\$ 0.22
<i>*Subject to change: estimate calculated using 2014 equalized valuation.</i>			

c. ESTIMATED IMPACT OF WITHDRAWAL **FY18** (July 1, 2017-June 30, 2018)

Table 13-a: Projected estimate of **FY 18** SAU 6 District Assessment, scenario 1 (Claremont, Cornish, Unity). See Appendix F for a detail of the FY18 SAU 6 Estimated Budget.

Estimated FY18 SAU 6 Budget: Claremont, Cornish, Unity		
Calculation of District Assessment		
Total Budget FY18	\$ 2,128,457	
Revenues:		
Interest	\$ (250)	
Miscellaneous	\$ (500)	
From Federal Grants	\$ (60,000)	
From Fund Balance	\$ -	
District Assessment*	\$ 2,067,707	*Claremont, Cornish, Unity

Table 13-b: Projected estimate of **FY 18 SAU 6 District Assessment**, scenario 2 (Claremont, Unity)²⁷

Estimated FY18 SAU 6 Budget: Claremont, Unity		
Calculation of District Assessment		
Total Budget FY18	\$ 2,128,457	
Adjustment for Cornish		
Powerschool	\$ (1,210)	
Messenger	\$ (495)	
Postage	\$ (500)	
Total Budget Adjusted w/o Cornish	\$ 2,126,252	
Revenues:		
Interest	\$ (250)	
Miscellaneous	\$ (500)	
From Federal Grants	\$ (60,000)	
From Fund Balance	\$ -	
District Assessment**	\$ 2,065,502	**Claremont, Unity

Table 13-c: **FY18 ESTIMATED District Assessments**, scenario 1 (Claremont, Cornish, Unity)

SAU 6 APPORTIONMENT FOR PROPOSED FISCAL YEAR 2017/18 BUDGET: Claremont, Cornish, Unity						
School District	Equalized Valuation Inc. Utilites 2014	Avg. Daily Membership 2014-15	% Equalized Valuation 2014	% Avg. Daily Membership 2014-15	%ESTIMATED Apportionment 2017-18	District Share ESTIMATE 2017-18
Claremont	\$ 715,016,245	1,737.19	70.13%	89.52%	79.82%	\$ 1,650,518
Cornish	\$ 176,537,505	96.37	17.31%	4.97%	11.14%	\$ 230,350
Unity	\$ 128,025,975	107.03	12.56%	5.52%	9.04%	\$ 186,839
totals	\$ 1,019,579,725	1,940.59	100%	100%	100%	\$ 2,067,707

Table 13-d: **FY18 ESTIMATED District Assessments**, scenario 2 (Claremont, Unity)

SAU 6 APPORTIONMENT FOR PROPOSED FISCAL YEAR 2017/18 BUDGET: Claremont, Unity						
School District	Equalized Valuation Inc. Utilites 2014	Avg. Daily Membership 2014-15	% Equalized Valuation 2014	% Avg. Daily Membership 2014-15	%ESTIMATED Apportionment 2017-18	District Share ESTIMATE 2017-18
Claremont	\$ 715,016,245	1,737.19	84.81%	94.20%	89.51%	\$ 1,848,730
Unity	\$ 128,025,975	107.03	15.19%	5.80%	10.49%	\$ 216,772
totals	\$ 843,042,220	1,844.22	100%	100%	100%	\$ 2,065,502

²⁷See Appendix G: No SAU 6 staff reduction is anticipated under scenario 2 (Claremont, Unity).

Table 13-e: FY18 ESTIMATED impact of withdrawal

ESTIMATED FY18 IMPACT OF CORNISH WITHDRAWAL FROM SAU 6			
School District	ESTIMATE: District Share SAU FY18 inc/(dec)	ESTIMATE: % increase District Share FY18 inc/(dec)	ESTIMATED Tax Impact* inc/(dec) per thousand
Claremont	\$ 198,212	12.01%	\$ 0.28
Unity	\$ 29,933	16.02%	\$ 0.23
<i>*Subject to change: estimate calculated using 2014 equalized valuation.</i>			

Increases or decreases in the ADM (Average Daily Membership) and the equalized valuation in each of the districts will affect the figures given Tables 11-13. Tracking the past five years, the change in Claremont enrollment has been small, -4.94%; Unity has experienced a moderate rise of 12.96%. The change in enrollment over five years in Cornish has been more significant, -35.16%. It would be a legitimate assumption that ADM will remain somewhat constant in Claremont and Unity if current trends continue.

The only certainty is that the actual fiscal impact of a withdrawal will not be identical to the figures in the tables above. However, the Committee is confident that for planning purposes the above tables show that the withdrawal of the Cornish School District from SAU 6 will cause an increase in the Claremont and Unity District Assessments. Dependent on estimated revenues, it is the opinion of the Committee that the increase in District Assessments could result in a small, but not insignificant, tax rate increase in the range of \$0.20 - \$0.28 per thousand for both Claremont and Unity. This situation could be alleviated by a one-time use of the SAU’s projected fund balance to offset the district assessments. Decreases in the SAU 6 budget, most likely through a reduction in personnel, would alleviate the fiscal impact of a Cornish withdrawal from SAU 6 in the long term.

3. Disposition of Assets and Liabilities

The Committee met with the SAU 6 Business Administrator in June of 2015 to discuss the potential disposition of liabilities and assets. There are no SAU 6 liabilities to dispossess. SAU 6 does project a FY17 year-end fund balance of \$94,301.05. Fund Balance is an asset that would require disposition. Assets would be dispossessed using the FY17 Cornish District Assessment. Calculated using the Cornish District Assessment of 11.14%, the Cornish portion of the projected FY17 Fund Balance would be \$10,505.14. The Transition Committee will be responsible for the calculation of the actual FY17 Fund Balance and will be responsible for arranging with SAU 6 its dispossession calculated at 11.14%.

E. Unique Circumstances: *The Planning Committee shall consult with the department of education regarding any unique issues and resolve such issues in a timely manner and submit a report or reports of its findings and recommendations to the several school districts within the existing school administrative unit.*²⁸

- The Cornish SAU Planning Committee found that unique circumstances exist which support the advisability of the proposed withdrawal of the Cornish School District from SAU 6. The committee found that these circumstances were supportive in nature and did not require resolution.

1. Position

Cornish is in a unique position to take advantage of centralized services from either a Vermont or New Hampshire school district. Since the Cornish withdrawal from the AREA agreement with the Claremont School District in 1991 our students have attended Hanover and Lebanon as well as Windsor and Hartford High Schools. In our research into the advisability of withdrawing from SAU 6, we have come to the conclusion that we could realize substantial savings by utilizing the technology services from the Windsor Southeast Supervisory Union (WSESU) just across the river.

This is the basis of the most obvious cost benefit to our forming a single district SAU. The technology services from the SAU have been minimal and waiting for Systems Plus has sometimes left the school with huge gaps in service and ability to access certain aspects of the technology. This is an area where we can greatly enhance our services at a significantly better cost.

2. Lack of AREA agreement with SAU 6

Since 1991, Cornish students have had high school choice. When all Cornish public high school students attended Stevens High School in Claremont, the affiliation of Cornish with SAU 6 was of great a benefit to our rising 8th graders. Curricula and expectations for students entering Stevens High School could be aligned within the SAU districts. This advantage has faded with the dissolution of the AREA agreement.

3. Declining Enrollment

Cornish is unique among the districts of SAU 6 in that its enrollment decline has been precipitous in recent years while Claremont enrollment has experienced small to moderate decrease and Unity enrollments have risen in recent years. Addressing sharply declining enrollment must be a primary focus of the Cornish District, but data does not show that enrollment decline should be an SAU-wide focus for SAU 6.

²⁸ RSA 194-C:2.IV.a.5

4. School Closure

Our Committee has made the sustainability of our local school one of its goals; however, we would be remiss if we did not consider the possibility that at some point in the future we may become a town with no school. In the event that the Cornish School District should close its local school, the district would be well positioned as a single district SAU. As a member of a multidistrict SAU, a district with no school shall have only one representative and one vote on the SAU Board.²⁹ As a single district, Cornish would maintain full governance over SAU services. Importantly, Cornish would be guaranteed autonomy and independence in decisions regarding tuition and in advocating for its students at receiving schools. That said, it is the hope of the Committee that the direct focus of governance, resources, and administration that a single district gives Cornish will make consideration of the above circumstance unnecessary.

²⁹ RSA 194-C:7

V. RECOMMENDATIONS AND CONCLUSION

A. Transition

1. Transition Committee

The Cornish School Board will be responsible for the transition to a single district SAU. Should the voters of the Cornish School District vote to withdraw from SAU 6, the SAU Planning Committee recommends that a Cornish Transition Committee be formed. The Transition Committee will be advisory in nature and will not be a separate governing body. The role of the Transition Committee will be to advise the school board in all aspects of the July 1, 2017, transition; therefore, the Transition Committee will report directly to the Cornish School Board. Work of the committee will include, but will not be limited to, the FY 18 School District Budget, the physical and electronic transition of student data, the physical and electronic transition of historical and employee records, human resources, data reporting, communications systems, and School Board policy revisions necessitated by withdrawal.

The membership of the Transition Committee will be determined by the School Board. The Planning Committee recommends that the Transition Committee include representatives from the following:

- | <u>Representatives</u> | <u>Advisory Members</u> |
|---|---|
| <ul style="list-style-type: none">• Cornish School Board• Cornish School Administration• Cornish School Staff• Cornish Parents and Community Members | <ul style="list-style-type: none">• SAU 6• SAU 32 Superintendent, Special Education, and Business Office• WSESU Technology Office |

Close collaboration with the SAU 6 Offices of the Superintendent, Special Education, Business, and Technology, is crucial. Cornish will remain a district of SAU 6 for the duration of the 2016/17 school year, and the Planning Committee is confident that SAU 6 will continue its fifty-year tradition of serving the students of Cornish by supporting the smooth transition that is in the best interests of all parties involved.

2. Transition Costs

A seamless transition requires that much work related to transition be completed prior to July 1, 2017. The Committee anticipates legal costs related to the review of contracts and the transfer to a new technology provider. Additionally, transfer of payroll, accounts payable, and accounts receivable data must be completed before July 1, 2017. It is the recommendation of the Committee that an article be placed on the 2016 Cornish School District Warrant to be acted on directly after and contingent upon the passage of the recommendation to withdraw from SAU 6. The warrant article will appropriate the necessary amount for the costs incurred during the 2016/17 school year that are directly related to the transition. This amount would be raised through general taxation. Table 10, found in Section III.B.2, details the anticipated \$12,267 in

transition costs. Should the vote to withdraw not carry, the transition warrant article would be passed over.

3. Transition Timeline

a. March-April 2016

After passage of the article to withdraw by a 3/5 majority at the March 5, 2016, Cornish School District Meeting, and upon receiving a certified copy of the warrant, meeting minutes, and other supporting documents from the School District Clerk, the NH Board of Education make a finding as to whether the article carried by a 3/5 majority. If the finding is in the affirmative, the State Board will issue a certificate finding that the School District has voted to withdraw from SAU 6. This certificate is conclusive evidence of the lawful organization and formation of a new, single district school administrative unit.³⁰ Within two weeks of receipt of the final certification of the vote to withdraw, the Cornish School Board will determine membership and call an organizational meeting of the Cornish Transition Committee. All Cornish Transition Committee meetings will be open to the public and will comply with the requirements of RSA 91-A. The Cornish Transition Committee will not have a budget and will not receive or expend any monies. The Cornish School Board, with the review and comment of the Cornish Transition Committee, will authorize all expenditures related to FY17 transition costs.

b. May-August 2016

The Cornish Transition Committee will develop and review frequently a plan that will include a chronological list of all items requiring attention associated with the transition. Items will include, but are not limited to, the following:

- Identification of the implications regarding Cornish SAU as a new legal entity: TIN, necessary incorporation documents, etc.
- Generation and legal review of contractual agreements between the Cornish School District, SAU 32, and WSESU
- Review and update of School Board Policies with the addition of policies related to SAU governance.
- Preparation of FY18 budget.
- Grants management FY17 to FY18
- Transfer of student data.
- Transfer of SAU 6 records: physical and electronic.
- Securing the services of an auditor for FY18.

³⁰ RSA 194-C:2.IV.i

c. September 2016-March 2017

The Cornish School District will remain a district of SAU 6 during the transition period. SAU 6 will continue to provide the Superintendent Services as outlined in RSA 194-C:4, including, but not limited to, FY 18 budget preparation, FY17 budget implementation, and governance. Working in partnership with the Transition Committee, the SAU 6 Business office will begin FY18 budget study sessions with the Cornish School Board on or before the December 2016 meeting of the Cornish School Board. SAU 6 will be responsible for all required State and Federal reporting and will continue its responsibilities regarding the 2017 School District Warrant and Annual Meeting.

For the duration of FY17, the Cornish School Board will retain its membership on the SAU 6 Board. Cornish School Board members will abstain from voting on the adoption of the FY18 SAU 6 budget and on any matters affecting SAU 6 governance after June 30, 2017. SAU 6 will not apportion any part of its FY18 budget to Cornish with the exception of the disposition of assets.

d. March-April 2017

At the March 2017 Cornish School District Annual Meeting the district will consider the FY18 budget. SAU 6 will be responsible for state reporting related to district meeting. The Committee will facilitate a discussion between SAU 6 and the prospective Cornish Finance Director regarding the MS-25, the financial report of the school district for FY17, due September 1, 2017. A plan for meeting any FY17 encumbrances remaining after July 1, 2017, will be developed by the Transition Committee in cooperation with the SAU 6 Business Office and the prospective Cornish Finance Director.

e. May-June 30, 2017

The School Board, under advisement of the Transition Committee, will oversee the transfer of governance from SAU 6 to the Cornish School District. SAU 32 has estimated 15 full working days to be required for transition of financial data and records the new Cornish system. The transition of Cornish to the WSESU server and transfer of student data to the new PowerSchool system will take place after end of the final grading period of the 2016/17 school year. The Committee has recommended that the appropriation to build a new website be placed in the FY18 budget; therefore, the new website will be built in the month of July. The Cornish Transition Committee will be dissolved after a final report is given at the first meeting of the Cornish School Board in the 2017/18 school year. The Transition Committee may adjust various items in the timeline based on practical realities that transpire as the work of the Transition Committee progresses; however, the spirit of the Transition Timeline, done early and done well, should be observed.

B. Recommendation

The Cornish School District Planning Committee held a Public Hearing³¹ on December 8, 2015, at 7 pm at the Cornish Elementary School. Forty-nine Cornish residents attended the hearing. By a ratio of roughly three to one, residents spoke in favor of the plan.

The Planning Committee has concluded that the formation of the Cornish School District as a single district SAU would be in the best interests of Cornish students. The proposed organization offers both educational and fiscal advantages. Full governance of mission, administration, and resources will give our district the opportunity to directly address the needs of our students, staff and community.

On December 10, 2015, the Cornish School District SAU Planning Committee voted 6 YES, 0 NO, 0 ABSTENTIONS, and 1 ABSENT to approve the submission of this plan recommending the withdrawal from SAU 6 and the formation of a single district SAU to the NH State Board of Education for the purposes of placing the question on the warrant of the March 2016 Annual School District meeting. Being approved and signed by a majority of the voting members of the Cornish School District Planning Committee, this Plan is hereby submitted to the New Hampshire State Board of Education.

Respectfully submitted by the Cornish School District SAU Planning Committee,

Heidi Jaarsma

Heidi M. Jaarsma, Chair
Community Member

Nicole Saginor

Nicole Saginor
Community Member

William Palmer

William Palmer, Vice-Chair
Community Member

Justin Ranney

Justin Ranney
School Board Member

Peter Lynch

Peter Lynch, Secretary
Community Member

Holly Taft

School Board Member

Sandra Carlson

Sandra Carlson
Community Member

³¹ See Appendix A for full notice and posting details.

APPENDIX A

2015 WARRANT ARTICLE

Following is the exact text of the Article VI of the 2015 Cornish School District Warrant which created the Cornish School District SAU Planning Committee. The article passed by voice vote.

Article VI: (Withdrawal Study Committee)

To see if the School District will vote to form a planning committee to study the advisability of withdrawing from SAU6 and pursuing options that could include joining or purchasing services from another SAU, pursuant to RSA 194-C:2 which specifies that the committee will consist of 5 public members appointed by the moderator, 2 School Board members appointed by the School Board, and the Superintendent of Schools as a non-voting member. And, further, to see if the School District will raise and appropriate the sum of seven hundred fifty dollars (\$750) to meet the expenses of said committee as allowed under RSA 194-C.I.7. (The School Board Recommends This Article)

Meetings

The Town Moderator nominated (5) Community Members and the School Board nominated (2) School Board Members to the Committee. The Cornish School District has no financial committee with the statutory authority to make recommendations concerning school budgets. The SAU 6 Superintendent served as a non-voting member of the committee.

2015/16 Planning Committee Membership

Community Members:

Sandra Carlson
Heidi Jaarsma
Peter Lynch
William Palmer
Nicole Saginor

School Board Members:

Holly Taft
Glenn Thornton (March-September 2015)
Justin Ranney (September 2015-present)
SAU 6 Superintendent
Middleton K. McGoodwin

The Planning Committee followed the schedule, below. Unless otherwise noted, dates represent regular meetings.

April 27, 2015

May 25, 2015

June 22, 2015

August 24, 2015

September 28, 2015

October 26, 2015

November 18, 2015

November 20, 2015: Plan submitted to SAU6 Districts and notice posted

December 8, 2015: Public Hearing

December 10, 2015: Final Committee Approval of Plan

December 22, 2015: Submission of Plan to NH Board of Education

Appendix A (continued)

Notice of all meetings was posted following the requirements of RSA 91-A. Minutes were made available at the Cornish Town Office and on the Town of Cornish Website, www.cornishnh.net. Minutes are in the custody of the School District Clerk. Meeting agenda were posted on each of the District websites (Claremont, Cornish, and Unity), the town of Cornish Website, and at the following locations:

Claremont, NH: Dow Building

Cornish, NH: Cornish Elementary School And Cornish Town Offices.

Unity, NH: Unity Elementary School

The Committee would like to thank the various school districts and municipalities for their help in posting notice of our meetings.

Public Hearing:

The Public Hearing was held on December 8, 2015, at the Cornish Elementary School. Notice was posted on each of the District websites (Claremont, Cornish, and Unity), the town of Cornish Website, in the *Eagle Times* (a paper of general circulation in the three districts) and at the following locations:

Claremont, NH: Dow Building (SAU Office) and Claremont City Hall

Cornish, NH: Cornish Elementary School and Cornish Town Offices.

Unity, NH: Unity Elementary School and Unity Town Hall

Below is a copy of the posted notice:

NOTICE OF PUBLIC HEARING
CORNISH SCHOOL DISTRICT SAU PLANNING COMMITTEE
ORGANIZATION AND SAU 6 WITHDRAWAL PLAN

You are hereby notified that the Cornish, NH, School District SAU Planning Committee has submitted a proposed Organization and SAU 6 Withdrawal Plan to the several districts of SAU 6 and will hold a public hearing in accordance with the provisions of RSA 194-C:2 for the purpose of considering said plan, which proposes that the Cornish School District withdraw from School Administrative Unit 6 and form a Single District School Administrative Unit in the Cornish School District. A copy of the proposed plan is available at the Cornish Elementary School, at www.cornishnh.net and at www.sau6.org. Time and place of said hearing are as follows: TUESDAY, DECEMBER 8, 2015, 7PM,
CORNISH ELEMENTARY SCHOOL GYMNASIUM
274 TOWN HOUSE ROAD, CORNISH, NEW HAMPSHIRE
The public is welcomed and encouraged to attend.

posted 11/20/2015

Appendix A (continued)

Copies of the Cornish School District Organization and Withdrawal Plan were submitted to the Claremont, Cornish, and Unity School Districts on November 20, 2015.

The Cornish School District SAU Planning Committee gave final approval to the organization and withdrawal plan on December 10, 2015. The plan is to be submitted to the NH State Board of Education on December 22, 2015, fourteen days after the public hearing.

If the plan is approved by the New Hampshire Board of Education, a withdrawal article will be placed on the March 2016 Cornish School District Warrant to be submitted to the voters of the district. Pursuant RSA 194-C:2, the wording of the proposed article would be as follows:

"Shall the Cornish School District accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving school districts of Claremont, Cornish, and Unity in accordance with the provisions of the proposed plan?"

Yes _____ No _____

To take effect, the article must pass by a 3/5, majority.

APPENDIX B: JOB DESCRIPTIONS

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Superintendent of Schools

Requirements:

- Experience as a school and/or central office administrator.
- Knowledge of New Hampshire Law and Administrative Code.
- Demonstrated skills in written and verbal communication.
- Ability to deal with local and state governmental agencies.
- Personal qualities necessary to serving a diverse staff and community.

Required: Licensed or eligible for license as a New Hampshire Superintendent

Reports to School Board, evaluation in accordance with School Board Policy.

Supervises: School principal, district administrative and support staff.

Terms, Conditions, Compensation: Part-time position (.3 FTE). Subject to mutual agreement between the Cornish School Board and the Superintendent.

Tasks and Responsibilities:

1. The primary responsibility of the Superintendent is to ensure that the services listed in New Hampshire RSA 194-C:4 (copy attached) are provided as required. In meeting that responsibility, certain tasks may be delegated to other administrators within the district or to outside contract service providers.

In addition,

2. The Superintendent is responsible for the supervision and evaluation of administrators in the district, and for the evaluation of outside contracted services when such services are provided.
3. The Superintendent informs and advises the School Board on all matters relating to the administrative, financial, and organizational operations of the school district.
4. The Superintendent provides services which may be requested by the School Board in areas including, but not limited to, policy development, collective bargaining, long-range planning, facility and staffing needs, enrollment projections, and community relations.
5. The Superintendent reviews and approves grants.
6. The Superintendent maintains open lines of communication between the School Board, the professional staff of the school, and the community.

APPENDIX B: JOB DESCRIPTIONS

**TITLE XV
EDUCATION**

**CHAPTER 194-C
SCHOOL ADMINISTRATIVE UNITS**

Section 194-C:4

194-C:4 Superintendent Services. – Each school administrative unit or single school district shall provide the following superintendent services:

I. An educational mission which indicates how the interests of pupils will be served under the administrative structure.

II. Governance, organizational structure, and implementation of administrative services including, but not limited to:

(a) Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.

(b) Recruitment, supervision, and evaluation of staff; labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration; and management of all employee benefits and procedural requirements.

(c) Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.

(d) Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.

(e) Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.

(f) The on-going assessment of district needs relating to student population, program facilities and regulations.

(g) Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements.

(h) Oversight of the provision of insurance, appropriate hearings, litigation, and court issues.

(i) School board operations and the relationship between the board and the district administration.

(j) The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.

(k) Assignment, usage, and maintenance of administrative and school facilities.

(l) Designation of number, grade or age levels and, as applicable, other information about students to be served.

(m) Pupil governance and discipline, including age-appropriate due process procedures.

(n) Administrative staffing.

(o) Pupil transportation.

(p) Annual budget, inclusive of all sources of funding.

(q) School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.

(r) Identification of consultants to be used for various services.

Source. 1996, 298:3, eff. Aug. 9, 1996. 2010, 5:2, eff. June 18, 2010.

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Principal

Requirements:

- Experience as a teacher and/or school leader.
- Demonstrated skills in written and verbal communication.
- Personal qualities necessary to serving a diverse staff and community.
- Certification or eligible for certification as a New Hampshire School Administrator.
- Masters degree or higher.

Reports to Superintendent, evaluation in accordance with School Board Policy.

Supervises: School staff.

Terms, Conditions, Compensation: Part-time position (1.0 FTE). Subject to mutual agreement with the Superintendent.

Tasks and Responsibilities:

Communication & Educational Programming:

1. Develop, implement, and monitor the educational services of the school to meet the needs of all students and to support school and district priorities.
2. Establish and maintain a safe and effective learning environment.
3. Develop effective relationships with students, families, staff, and community.
4. Lead the development of curriculum with the support of the Superintendent and other area curriculum leaders.
5. Coordinate connections between families and community agencies.
6. Attend School Board meetings and other team committee meetings as needed.
7. Serve as contact with NH DOE consultants as appropriate.
8. Other responsibilities as directed by the Superintendent.

Staff Supervision and Professional Development:

9. Supervise and evaluate all certified staff following the practices and protocols required within contracts and by the Superintendent.
10. Maintain appropriate levels of staffing to ensure compliance with all laws, regulations, and accrediting bodies.
11. Provide and coordinate professional development for instructional, support, and administrative staff.
12. Supervise the maintenance of school facilities and food service in conjunction with the Director of Finance & Accounts.

Finances & Contracts:

13. Develop and monitor school budgets.
14. Negotiate and monitor contracts with service providers as appropriate and under the direction of the Cornish SAU Administration.

Compliance & Reporting:

15. Complete required local, state, and federal reporting.
16. Advise and consult with Cornish Administration regarding educational and legal issues involving the school and its operations.

APPENDIX B: JOB DESCRIPTIONS

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Director of Finance and Accounts

Requirements:

Finance & Accounts Director

- Experience in business and financial management of a public school district.
- Ability to develop and implement processes and procedures for budget construction and application.
- Knowledge of NH State requirements for maintaining records and reporting financial activities of the school district.
- Knowledge of state and federal requirements and guidelines regarding use of local, state, and federal monies.
- Computer skills appropriate to the needs of the position.
- Excellence in verbal and written communication skills.
- Bookkeeping and/or Accounting education and experience.
- Knowledge of and experience in providing payroll services.
- Ability to communicate effectively with diverse staff.
- Commitment to meeting pre-established deadlines.

Preferred: Certification as a School Business Official.

Reports to School Superintendent, evaluation in accordance with District and Board policy.

Supervises: Assigned support personnel in business.

Terms and Conditions: Part-time position (.4 FTE), 12 months, flexible schedule subject to mutual agreement with Superintendent.

Compensation: Open, subject to recommendation by Superintendent and approval of Cornish School Board.

Tasks and Responsibilities:

1. Initiate and coordinate development of annual school budget for presentation to School Board.
2. Oversee and manage implementation of approved annual budget.
3. Prepare financial statements for the general fund and all special funds included in the fiscal operation of the district.
4. Prepare monthly financial statements; present and report these to the school board on a monthly basis.
5. Prepare journal memos, balance sheets, and all state and federally required financial reports.
6. Represent the district to independent auditors, NH Department of Education, and NH Department of Revenue Administration.
7. Oversee required food service reporting.
8. Maintain regular communication with Superintendent and Principal on financial matters and related issues as they arise.
9. On request, prepare reports and projections pertinent to collective bargaining negotiations and settlements.
10. Advise the Superintendent and the School Board on immediate and long-term budget and financial matters of the district.
11. Prepare all facets of payroll for employees of the district on a bi-weekly basis; cut all checks for distribution and/or direct deposit.
12. Prepare and distribute all payments to vendors in a timely manner.
13. Maintain all records of payroll and accounts payable, reconciling on a regular basis with the School District Treasurer or independent designee.
14. Coordinate the efficient processing of school purchase orders and appropriate payments.
15. Provide all necessary documentation for annual school district audits and state required quarterly and annual reports.
16. Represent the district in relationships with local bank(s) serving the district.
18. Maintain regular communication with the Superintendent; provide updates on cash flow and other pertinent information.

APPENDIX B: JOB DESCRIPTIONS

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Director of Special Education

Requirements:

- New Hampshire Certification in Special Education.
- Knowledge of State and Federal Special Education Law.
- Ability to supervise and coordinate Special Education Staff.
- Experience in working with parents of special needs children.
- Ability to work with local, state, and federal agencies concerned with the education of educationally handicapped children.

Reports to Superintendent, evaluation in accordance with School Board Policy.

Supervises: Psychologist, ESOL, at-risk intervention staff, school special education coordinators, and therapists.

Terms and Conditions: Part-time position (.4 FTE), 12 months, work schedule flexible, subject to mutual agreement with Superintendent.

Tasks and Responsibilities:

1. Oversee and coordinate assignments and activities of special education staff, including teachers, specialists, and contract service providers.
2. Act as contact person between school district and all state and federal agencies and out of district schools and institutions in matters concerning educationally handicapped children.
3. Develop and propose annual budget for operation of special education services; oversee implementation of approved budget.
4. In coordination with Finance Director, oversee Medicaid and Catastrophic Aid Billing. Oversee IDEA grants.
5. Direct and oversee annual child-find identification of pre-school, home-school, and homeless children in need of special education services.
6. Represent school district in all hearing and court proceedings regarding resident students identified as educationally handicapped.
7. Participate in IEP meetings regarding students referred as potentially in need of special education or "504" services.

8. Report to Superintendent on a regular basis on the status of special education programs and services in place at Cornish Elementary School and for Cornish students at area high schools.
9. Assist the Principal in evaluation of special education staff and programs.

APPENDIX B: JOB DESCRIPTIONS

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Administrative Assistant to the Superintendent

Requirements:

- Computer skills as appropriate to the position.
- Verbal and written communication skills.
- Ability to work independently.
- Awareness of resources in personnel matters.
- Ability to deal with agencies and institutions serving the district.
- Personal qualities necessary to serve a diverse staff and community.
- Ability to maintain confidentiality as required.

Reports to Superintendent, evaluation by Superintendent

Terms and Conditions: Part-time position (.5 FTE), 12 months, work schedule flexible subject to mutual agreement with Superintendent.

Compensation: Open, based on recommendation of the Superintendent and approval by Cornish School Board.

Tasks and Responsibilities:

1. Preparation of reports, correspondence, and necessary documents and communications in support of the duties and activities of the Superintendent.
2. Collection of data and preparing reports required by the New Hampshire Department of Education and other state and federal agencies.
3. Coordinating and responding to human resource matters: individual contracts, health and dental insurance enrollments and changes, criminal records, and other required forms for new employees.
4. Preparation of agenda, minutes, reports, posting, supporting documents for school board meetings.
5. Maintenance of Board Policy Manuals; assisting in development of new policy statements as necessary and appropriate.
6. Assisting the Superintendent and the Board in compiling data and confidential information in preparation for negotiating collective bargaining agreements.
7. Assisting the Budget/Financial Specialist in preparing various areas of the annual school budget.
8. Assisting in the preparation of warrant articles and other pertinent information for annual school district meetings.

APPENDIX B: JOB DESCRIPTIONS

CORNISH SCHOOL DISTRICT

JOB DESCRIPTION

Position: Facilities Manager

General Description: The Facilities Manager is responsible for the planning, pricing and implementation of all maintenance, repair and replacement projects of the Cornish School District Facilities. The Facilities Manager reports to the Superintendent of schools and works closely with the Principal and custodial staff. This position may be held by maintenance personnel and duties and responsibilities would be in addition to existing maintenance position. The Facilities Manager will occasionally meet with the School Board and is an ex-officio member of the Building and Maintenance Committee.

Reports to Superintendent/Principal

Terms and Conditions: stipend position.

Manages: Custodians and Maintenance Persons

Evaluation: By the Superintendent

Job Goals: To provide staff, school personnel and others with adequate, clean and safe facilities.

Duties and Responsibilities:

1. Manages the custodial and maintenance activities of the SAU.
 - a. Completes facilities inspections
 - b. Arranges and oversees contracted services
 - c. Schedules and controls building maintenance and repairs.
 - d. Develops project specifications and assists with bidding process
 - e. Ensures cleanliness maintenance, and security of facilities
 - f. Serves on School Board committees as required.
2. Manages/supports custodial and maintenance personnel as required.
 - a. Schedules staff
 - b. Recruits and recommends new personnel
 - c. Consults with the Principal
3. Prepares budget information and manages the budget related to facilities and grounds.
4. Advises on the use of school facilities and provides any required custodial support.
5. Performs such other duties as may be assigned by the Superintendent/Principal.

APPENDIX C

Proposed Single District Organization FY 18 Budget with Supporting Tables

PROPOSED CORNISH SINGLE DISTRICT SAU			
ESTIMATED FY18 BUDGET			
SAU Office			Source:
Salaries & Benefits	\$ 167,902		Table 7-1a
Dues & Fees	\$ 2,000		Table 7-1
Prof Dev	\$ 1,500		Table 7-1
Travel	\$ 500		Table 7-1
Contracted Services	\$ 25,749		Table 7-2
Software	\$ 500		Table 7-1
Equipment	\$ 500		Table 7-1
Postage	\$ 700		Table 7-1
Advertising	\$ 2,000		Table 7-1
Office Supplies	\$ 1,000		Table 7-1
Audit	\$ 9,500		Table 7-1
Bldg Rent	\$ -		
Telephone	\$ -		
Electricity	\$ -		
Repairs/Maint.	\$ 500		Table 7-1
	FY18 SAU Office	\$ 212,351	
One Time Costs: FY 18			
Technology (software purchase)	\$ 15,900		Table 7-2
Website Construction	\$ 2,000		Note 7-4
Building Improvement	\$ 1,000		Note 7-5
New Equipment	\$ 2,600		Table 7-4
Furniture	\$ 900		Table 7-5
	subtotal one time FY18 costs	\$ 22,400	
	TOTAL FY18 SAU COSTS	\$ 234,751	
District Budget: Increase/Decrease			
Add: Info Mgt Contracted Svc	\$ 15,000		Note 7-1
Less: Info Mgt Contracted Svc	\$ (8,560)		Table 7-3
Less: Sped Prof Svc	\$ (20,000)		Note 7-2
Less: District Audit	\$ (8,000)		Note 7-3
Less: School Report (SAU adv.)	\$ (1,100)		Note 7-3
	subtotal increase/decrease	\$ (22,660)	
	ESTIMATED FY18 Cornish Budget Impact	\$ 212,091	

APPENDIX C: Supporting Tables

Table 7-1: 10/9/2015 Breakdown of FY18 Fee for Service Estimate submitted by SAU 32 with updated Salary & Benefits	
SAU Office	
Salaries & Benefits	\$ 167,902
Dues & Fees	\$ 2,000
Prof Dev	\$ 1,500
Travel	\$ 500
Contracted Services	\$ 9,349
Software	\$ 500
Equipment	\$ 500
Postage	\$ 700
Advertising	\$ 2,000
Office Supplies	\$ 1,000
Audit	\$ 9,500
Bldg Rent	\$ -
Telephone	\$ -
Electricity	\$ -
Repairs/Maint.	\$ 500
subtotal	\$ 195,951
Add: WSESU Tech (cont svc)	\$ 15,000
Add: Website hosting (cont svc)	\$ 200
Bank Reconciliation (cont svc)	\$ 1,200
TOTAL	\$ 212,351

Table 7-1a: Preliminary Cornish Single District: Salary & Benefits		
Position	FTE	
Superintendent	0.3	\$ 47,946.66
SpEd Director	0.4	\$ 44,977.62
Business Manager	0.4	\$ 47,446.26
Facilities Manager	stipend	\$ 5,000.00
Clerical Assistant	0.5	\$ 22,531.55
Total	1.6	\$ 167,902.09

source: SAU32 Cost Study for the Cornish Committee (1/6/15)
updated 11/9/2015; WSESU

Table 7-3: Info Mgt Contracted Services Estimated District Cost under SAU 6	
FY 16 Cornish District Line	\$ 21,160
District budget reduction*	\$ (12,600)
Estimated District Budget Info Mgt Svc	\$ 8,560

*Per SAU 6: related to Network Administrator SAU position funding

Table 7-2: Software Subscription/Purchases/Contracted Services			
Purchase Price	Software/Service	Yearly Rate	purpose
\$ -	WSESU Tech	\$ 15,000.00	System Management/Powerschool
\$ 4,900.00	Aesop/Veritime	\$ 3,750.00	Sub/Absence Management/Attendance
\$ 4,500.00	Accounting Software	\$ 1,500.00	Payroll/Acct Rec./Financial Reporting
\$ 6,500.00	Prof.Dev.	\$ 275.00	Track professional development
\$ -	Alert Now	\$ 2,024.24	School messenger
\$ -	Financial Oversight	\$ 3,000.00	Internal Control (See Note 7-6)
\$ -	Squarespace	\$ 200.00	Website hosting
\$ 15,900.00	Total one-time	\$ 25,749.24	Total Yearly

APPENDIX C: Supporting Tables

Printer Superintendent Office	\$	450
Printer Business Office	\$	450
Computer Admin. Assist. to Supt.	\$	1,000
Computer monitor Business Office	\$	200
Miscellaneous Office Supplies	\$	500
Total	\$	2,600

Desk (3)	\$	600
Chair (3)	\$	300
Total	\$	900
Former Nurse's Office contains one unused desk. Need desks for Directors of Finance and Special Education, Asst. to Supt.		

Note 7-1: Technology Contracted services will include access to ticketing system and PD system, an on-site tech two days a week (likely Tues/Thurs) in the morning (approx. 8 hours/week total - for example, 7:30-11:30 or 8:30-12:30), and consulting services for how to improve current networking/systems. This also includes any emergency tickets (even on days a tech is not on-site) that cannot wait for the following Tuesday or Thursday. Source: WSESU Technology Office

Note 7-2: Special Education contracted services currently is a district expense (\$20,000) to cover the services of an employee of the Claremont School District for Medicaid and Catastrophic Aid Billing. The proposed SAU organization Special Education Director will provide this service to the Cornish School District.

Note 7-3: As a member of SAU 6, the Cornish School District audit is a School Board function. Since the proposed organization of the Cornish School District as a single district SAU is considered one political body (RSA 194:1-a), the proposed organization will require only one audit of the District. The duplicate audit has been removed from the School Board function. Likewise, the printing of the School district Report will move from a Board expense to an SAU expense.

Note 7-4: Open market estimate to create new website on Squarespace platform, functionality similar to current Cornish Elementary website.

Note 7-5: Estimate per CES Maintenance Department to install wiring for phone and electricity to proposed Business Office, \$1,000.

Note 7-6: An independent authorized agent will provide oversight of financial administration. Duties will include, but are not limited to, monthly bank reconciliations and oversight in the opening and closing of the School District's books. This work will be performed by an independent contracted individual or entity with the appropriate financial credentials in addition to, or parallel to, the duties performed by the School District Treasurer pursuant RSA 197:23-a.

APPENDIX D

DETAIL OF TRANSITION COSTS

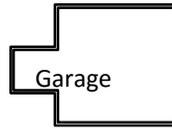
CORNISH SCHOOL DISTRICT FY17 ANTICIPATED COSTS DIRECTLY RELATED TO WITHDRAWAL FROM SAU 6		
Transition Costs FY17*		ESTIMATED
Technology - Data/Systems transfer	\$ 3,000	Anticipated Tax Rate Impact* Inc/(Dec)
Legal Services	\$ 2,450	
Business Office - Data Transfer	\$ 6,817	
Total Transition costs FY17	\$ 12,267	\$ 0.07
*Subject to Change: Tax ESTIMATE calculated using 2015 valuation.		

FY17 Transition Costs: detail			
Business Office Transfer: 15 days @ \$454.47 each			\$ 6,817.05
Legal Services* - Write Contracts	3 hours	\$ 1,050.00	
Legal Services - Review Contracts	2 hours	\$ 700.00	
Legal Services - Incorporation	1 hour	\$ 350.00	
Legal Services - misc	1 hour	\$ 350.00	
Total Legal Services			\$ 2,450.00
Tech: Powerschool/systems transfer			\$ 3,000.00
		TOTAL	\$ 12,267.05
*Legal services hourly range from \$175-\$350/billable hour. The Committee used high estimate of legal services hours and rates in its calculations.			

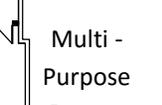
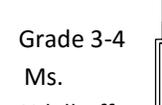
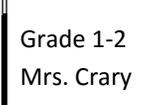
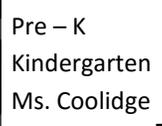
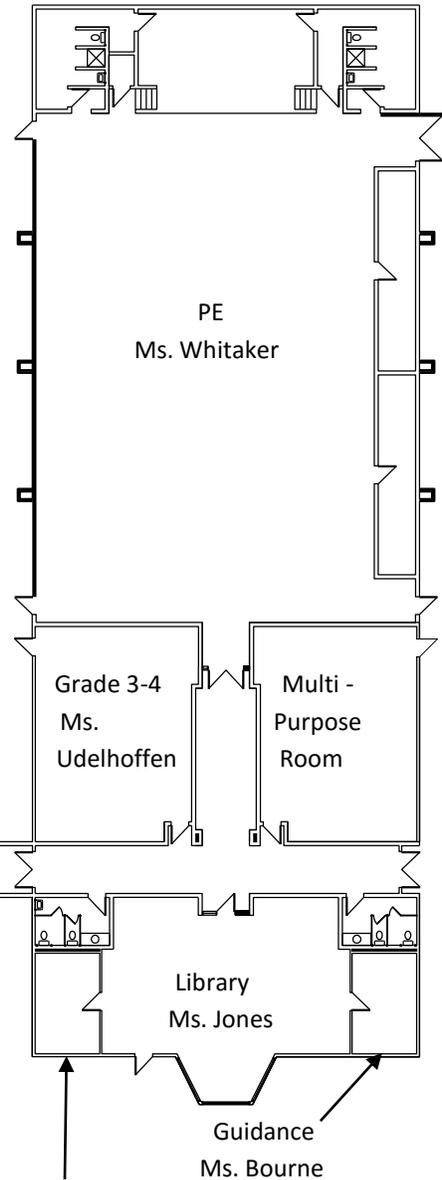
APPENDIX E: Proposed Office Space

Superintendent and Business Office Plan: Both rooms are currently empty. Plan would not disturb current floorplan.

Special Education Director would have a dedicated space in learning room.

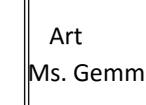
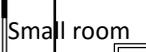
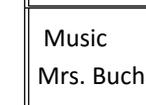
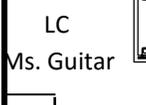
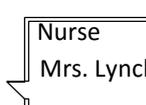
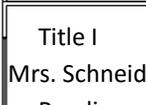


Septic Alarm



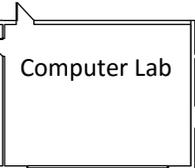
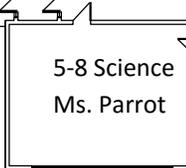
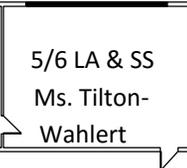
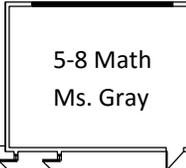
Proposed dedicated space for Director of Special Education.

Proposed Business Office. Access from Learning Center. (room not drawn to scale)



Proposed Superintendent Office. Outside door not shown in drawing.

Generator
Maintenance Room
Electrical Station



Mrs. Pileson, Principal
Admn. Asst's Office

APPENDIX F

SAU 6 PROPOSED FY17 BUDGET BY OBJECT W/FY18 ESTIMATE

The Planning Committee organized the SAU 6 FY17 Budget by object. In order to estimate the total FY 18 SAU 6 Budget, the Salaries and Benefits object code was increased by 3%. It is the opinion of the Committee that this method of projecting into the next fiscal year produces a conservative estimate of the SAU 6 FY18 total budget.

The total budget numbers below do not reflect revenues that would reduce the District Assessments.

SAU 6 FY17 Proposed Budget by Object	
Salaries & Benefits	\$ 1,760,476
Software	\$ 125,000
Equipment	\$ 22,000
Professional Development	\$ 21,500
Contracted Services	\$ 37,800
Postage	\$ 9,525
Lease	\$ 3,000
Travel	\$ 8,000
Supplies	\$ 11,800
Dues & Fees	\$ 9,750
Audi	\$ 11,000
Building Rent	\$ 39,592
Telephone	\$ 4,700
Electricity	\$ 6,500
Repairs & Maintenance	\$ 5,000
Total Budget	\$ 2,075,643
source: SAU6 2016-17 Budget, version #2, 11/12/2015 (approved)	

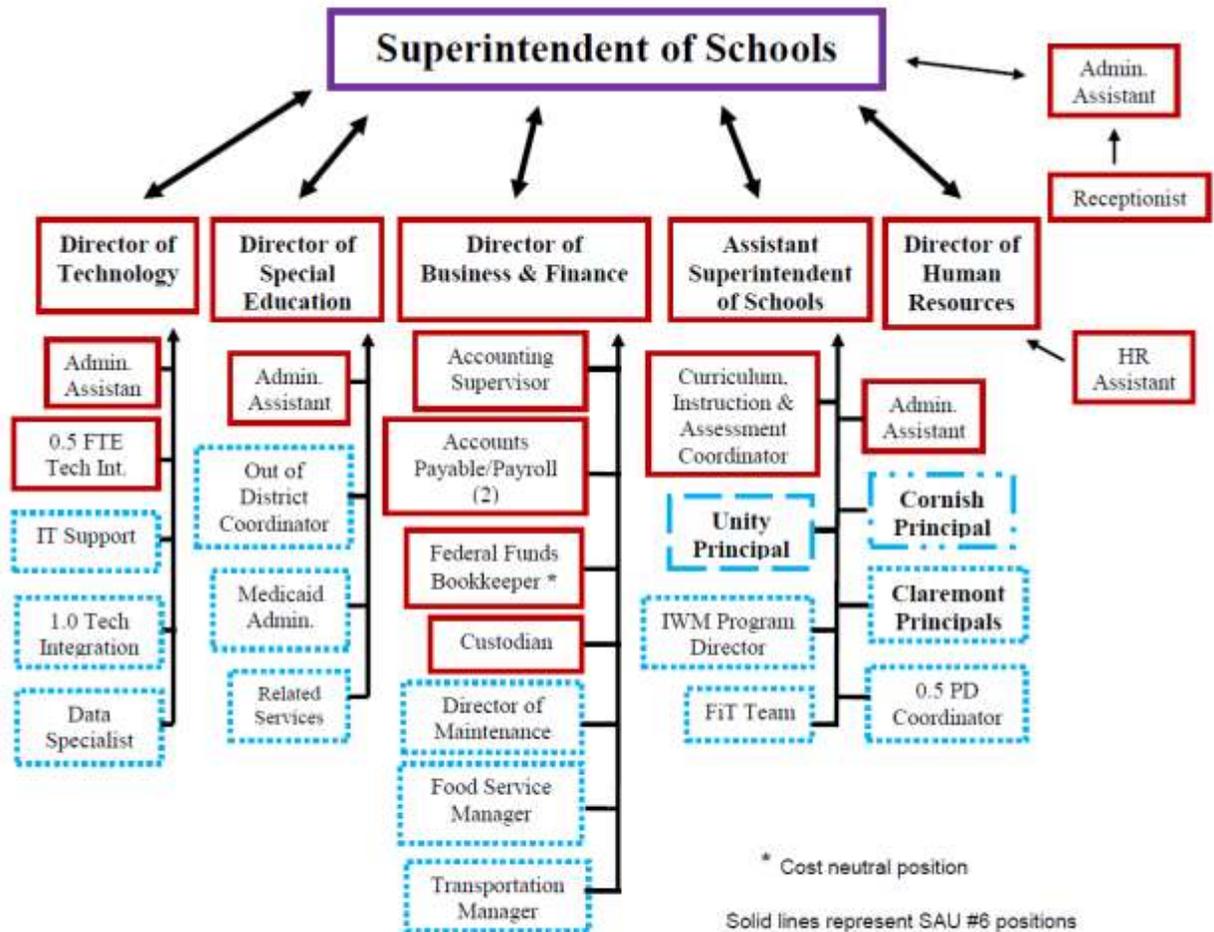
SAU 6 FY18 ESTIMATED Budget by Object	
Salaries & Benefits	\$ 1,813,290
Software	\$ 125,000
Equipment	\$ 22,000
Professional Development	\$ 21,500
Contracted Services	\$ 37,800
Postage	\$ 9,525
Lease	\$ 3,000
Travel	\$ 8,000
Supplies	\$ 11,800
Dues & Fees	\$ 9,750
Audi	\$ 11,000
Building Rent	\$ 39,592
Telephone	\$ 4,700
Electricity	\$ 6,500
Repairs & Maintenance	\$ 5,000
Total Budget	\$ 2,128,457
source: SAU6 2016-17 Budget, version #2, 11/12/2015 (approved); FY17 Salaries & Benefits increased by 3%	

APPENDIX G: SAU 6 ORGANIZATION PLANS WITH & WITHOUT CORNISH DISTRICT



School Administrative Unit #6
 Serving Claremont, Cornish, and Unity, NH
 165 Broad Street Claremont, NH 03743
 Phone: 603-543-4200
 603-543-4212 (Special Ed.)
 Fax: 603-543-4244
 Website: www.sau6.k12.nh.us

**SAU #6 Organizational Plan
 2015-2016**

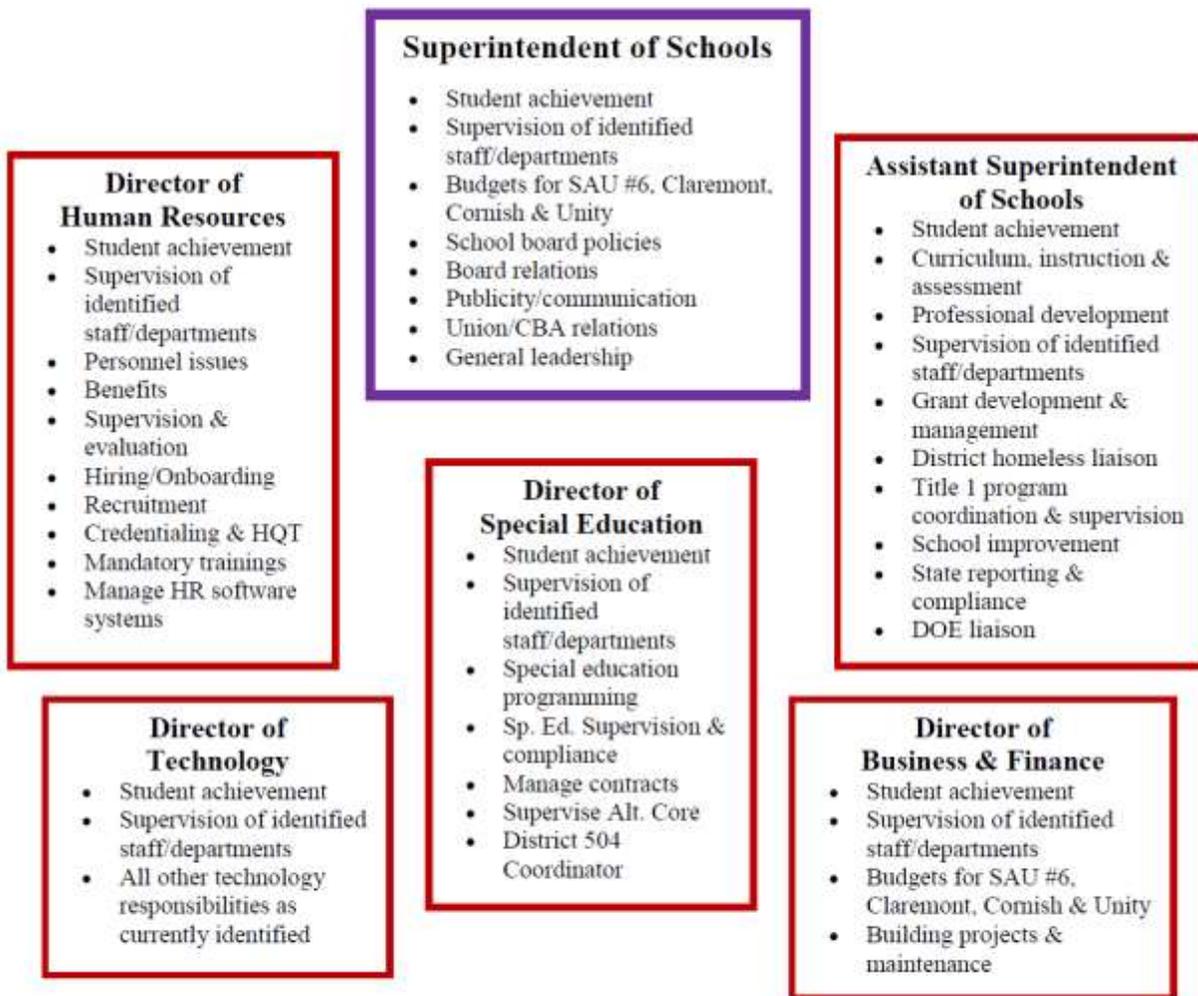


First Draft 6/22/15

APPENDIX G: ORGANIZATION PLAN (WITH CORNISH – CONTINUED)



School Administrative Unit #6
 Serving Claremont, Cornish, and Unity, NH
 165 Broad Street Claremont, NH 03743
 Phone: 603-543-4200
 603-543-4212 (Special Ed.)
 Fax: 603-543-4244
 Website: www.sau6.k12.nh.us



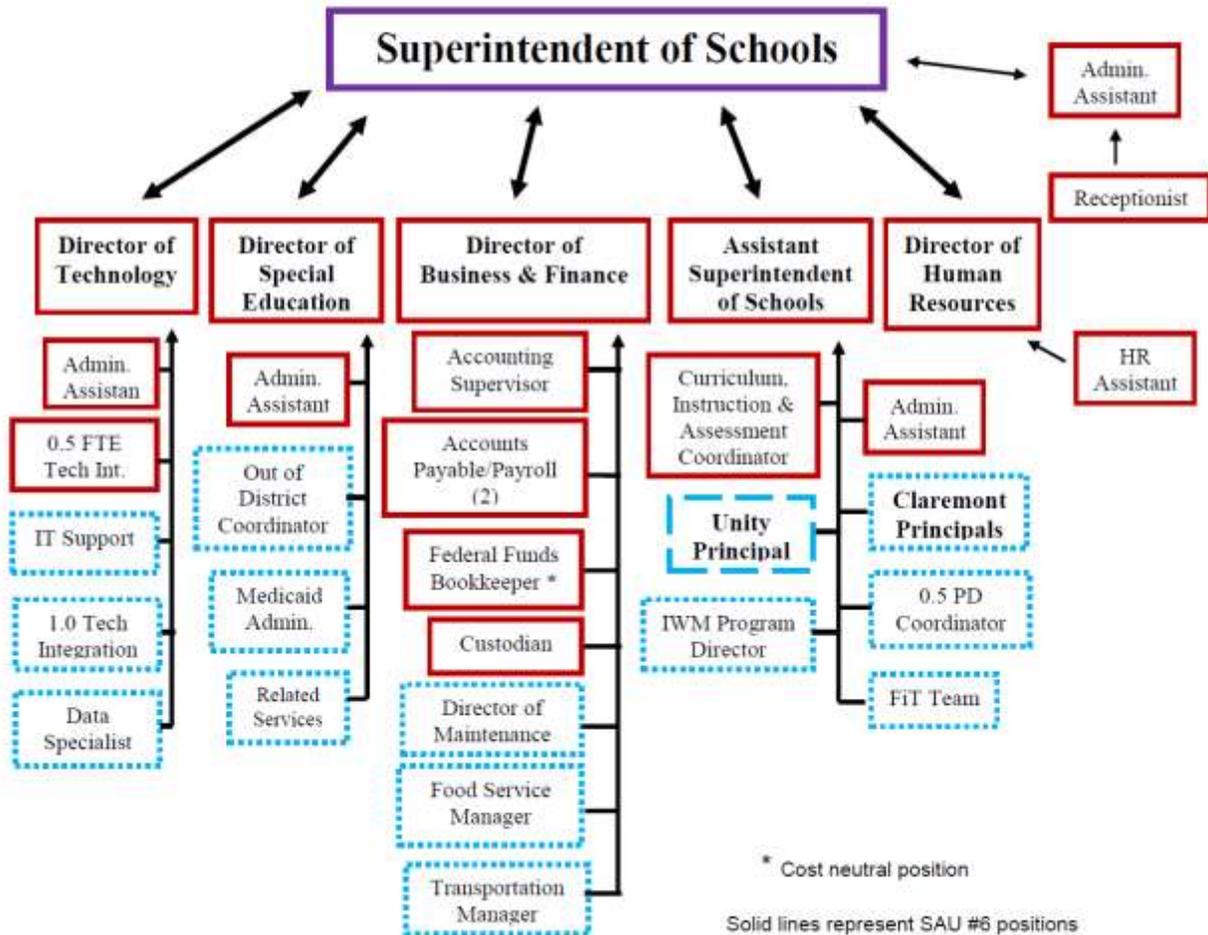
First Draft 6/22/15

APPENDIX G: SAU 6 ORGANIZATION PLAN WITHOUT CORNISH



School Administrative Unit #6
 Serving Claremont, Cornish, and Unity, NH
 165 Broad Street Claremont, NH 03743
 Phone: 603-543-4200
 603-543-4212 (Special Ed.)
 Fax: 603-543-4244
 Website: www.sau6.k12.nh.us

SAU #6 Organizational Plan 2015-2016



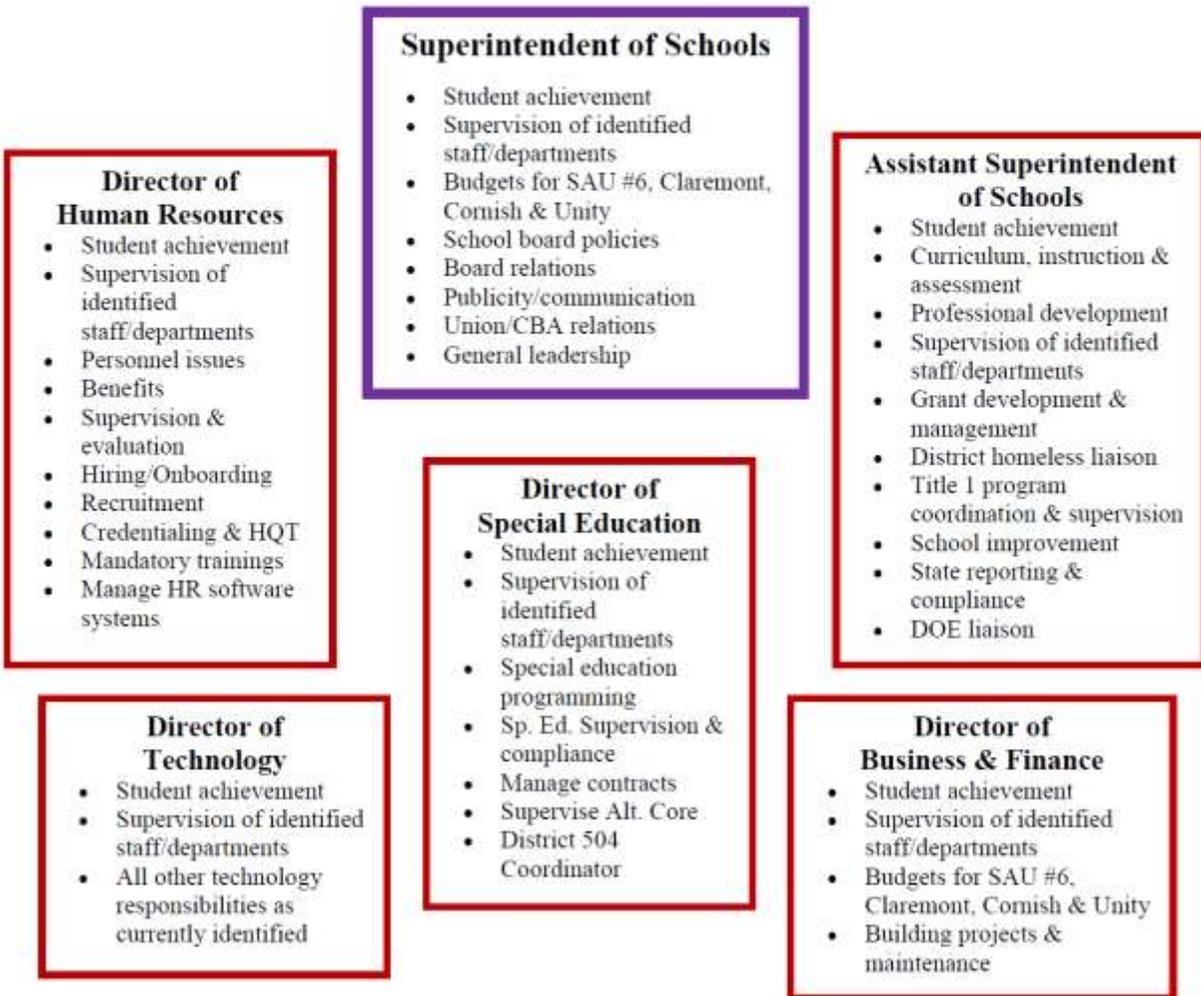
First Draft 6/22/15

Without Cornish Elementary School (per request of SAU Study Committee)

APPENDIX G: SAU 6 ORGANIZATION PLAN WITHOUT CORNISH (CONTINUED)



School Administrative Unit #6
 Serving Claremont, Cornish, and Unity, NH
 165 Broad Street Claremont, NH 03743
 Phone: 603-543-4200
 603-543-4212 (Special Ed.)
 Fax: 603-543-4244
 Website: www.sau6.k12.nh.us



First Draft 6/22/15

Without Cornish Elementary School (per request of SAU Study Committee)

APPENDIX H
ENROLLMENT DATA*

Source: NH DOE Fall District Enrollments (2002-2015); District Offices (2016)

*Claremont Enrollment is preK-12

All other enrollments shown are Elementary (preK-8 or K-8, dependent on school and year)

Enrollment 2002-2016							
	2002	2003	2004	2005	2006	2007	2008
SAU 6							
Claremont	2,049	2,049	2,062	2,028	2,011	2,012	1,949
Cornish	175	153	142	141	140	145	148
Unity	115	124	103	116	119	109	119
SAU32							
Plainfield	295	296	304	297	302	293	282

Enrollment 2002-2016 (cont)								
	2009	2010	2011	2012	2013	2014	2015	2016
SAU 6								
Claremont	1,937	1,961	1,979	1,923	1,878	1,824	1,851	1,828
Cornish	128	134	139	128	119	115	101	83
Unity	116	126	98	108	106	117	111	122
SAU32								
Plainfield	258	265	250	239	231	216	214	213

Appendix H (continued)

2016 SAU 6 Enrollment Data

source: SAU 6 office. Please note that NH DOE Fall District Enrollments are as of October 1, so prior years may not match the tables, above.

**CLAREMONT - CORNISH - UNITY
ENROLLMENT - September 27, 2015**

	Title I													8/27/15 Totals	8/29/14 Totals	8/30/13 Totals	8/28/12 Totals	8/31/11 Totals	8/30/10 Totals	8/31/09 Totals				
	13	12	11	10	9	8	7	6	5	4	3	2	1								Kdgl	Kdgl**	Presch	
Stevens	131	131	131	117	178												557	588	549	620	647	604	632	
CMS						134	131	141									406	400	408	403	464	468	443	
Disnard									23	17	22	17	16	11										
									23	13	21	18	16	11										
										18	19	17	15	10										
Bluff									25	17	19	15	18	19										
										15	19	17	18	19										
										15	15													
Maple									18	13	19	15	13	16			231	249	233	238	230	267	245	
									17	14	18	16	17				3 visions							
									17	16	19	16	13	17			6 k-2							
									17	16	19	16	13	17			38 PK							
																	337	347	347	347	369	353	377	
CLAREMONT																								
TOTAL	0	131	131	117	178	134	131	141	123	138	156	146	125	130		47	1828	1868	1827	1910	1984	1984	1982	
Cornish						12	17	8	10	10	7	11	5	2			83	100	117	120	126	140	133	
Unity						20	5	19	13	16	6	13	15	10			122	114	119	107	111	0	126	
SAU TOTAL	0	131	131	117	178	166	153	168	146	164	169	170	145	142		53	2033	2082	2063	2137	2221	2124	2241	

** These students are included in the grade appropriate total already.

 = a combined grade classroom with one Teacher

APPENDIX I

TITLE XV EDUCATION

CHAPTER 194-C SCHOOL ADMINISTRATIVE UNITS

Section 194-C:1

194-C:1 Status. –

I. All school administrative units existing on the effective date of this chapter shall continue in their present form unless modified in accordance with the provisions of this chapter.

II. School administrative units legally organized shall be corporations, with power to sue and be sued, to hold and dispose of real and personal property for the establishment of facilities for administration and any instructional purposes, and to make necessary contracts in relation to any function of the corporation; provided, however, that such school administrative units shall not have the power to procure land, to construct or purchase buildings, to borrow money in order to purchase real estate, or to mortgage said real estate.

Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:2

194-C:2 Organization, Reorganization, or Withdrawal. –

I. General Provisions.

(a) Any school district pursuant to an article in the warrant for any annual or special meeting may vote to create a planning committee in the following manner:

(1) The question shall be placed on the warrant of a special or annual school district meeting, which body shall have final authority to adopt the provision to create a planning committee.

(2)(A) In districts without annual meetings, the legislative body of the school district shall consider and act upon the question in accordance with their current procedures. To the extent and if permitted by local ordinance, upon submission to the legislative body within 60 days of the legislative body's vote of a petition signed by 100 or by 2 percent, whichever is less, of the registered voters, the legislative body shall place the question on the official ballot for any regular election otherwise in accordance with their current procedures for passage of referenda.

(B) The school district legislative body shall hold a public hearing on the question at least 15 days but not more than 30 days before the question is to be voted on. Notice of the hearing shall be posted in at least 2 public places in the municipality and published in media of general availability and usage at least 7 days before the hearing.

(C) In the event that the referendum is nonbinding, the question shall be returned for reconsideration to the legislative body which shall have final authority to adopt the provision to create a planning committee.

(D) In the event that the referendum is binding, the public vote shall be the final and binding authority to adopt the provision to create a planning committee.

(3) The planning committee shall consist of the following members:

(A) Two local school board members, appointed by the local school board.

(B) One member of the financial committee having the statutory authority to make recommendations concerning school budgets, appointed by the financial committee. In communities with no such financial committee, the number of public members under subparagraph (a)(3)(C) shall be increased to 5.

(C) Four public members representing the community at large, appointed by the school district moderator or, for districts without an annual meeting, the legislative body of the school district.

(D) The superintendent, who shall be a nonvoting member of the committee.

(4)(A) The first-named school board member shall call the first meeting which shall be no later than 30 days from the date of his or her appointment. All planning committee meetings shall comply with RSA 91-A.

(B) At the first meeting, a chairperson shall be elected by the members.

(C) A notice of all meetings of the planning committee shall be posted in all school districts in the existing

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school administrative unit and in any new school administrative unit which may be created as a result of organization, reorganization, or withdrawal.

(D) All meetings shall allow time for public comment.

(5) The members of the committee shall serve without pay for a term ending:

(A) At the annual meeting of the district next following the creation of the committee, if the committee is created at an annual meeting; or

(B) One year from the date of appointment, if the committee is created at a special meeting.

(C) One year from the date of appointment, if appointed in districts without annual meetings.

(6) Vacancies on the committee shall be filled by the appropriate appointing authority for the balance of the unexpired term.

(7) The district may appropriate money to meet the expenses of the committee at the meeting at which it is created or at any subsequent district meeting notwithstanding the provisions of RSA 32 or RSA 197:3, and such expenses may include the cost of publication and distribution of reports.

(8) A planning committee shall act by a majority vote of its total membership.

(b) If the planning committee chooses to recommend organization of, reorganization of, or withdrawal from a school administrative unit, it shall prepare a plan which complies with the requirements of this section.

(1) Before final approval of a plan by the planning committee, it shall hold at least one public hearing on the plan within the proposed school administrative unit and shall give such public notice of the hearing at least 2 weeks before the hearing and in all affected school districts.

(2) The plan for organization of, reorganization of, or withdrawal from a school administrative unit shall be submitted to the state board of education.

(3) The plan shall be submitted to the voters in accordance with the procedures outlined in this section.

(4) If the voters fail to vote in the affirmative by the 3/5 vote required, the school district may submit the plan to the voters at the next annual school district meeting. If the plan fails to receive the necessary 3/5 vote a second time, the school district shall not offer another warrant article seeking to create a planning committee for a period of 2 years after the date of the second vote by the district.

(c) If the planning committee chooses not to recommend organization, reorganization, or withdrawal from a school administrative unit, that recommendation shall be submitted to the voters of the school district at the next annual school district meeting.

(1) If a majority of voters present and voting vote in the affirmative, the recommendation shall be accepted.

(2) If a majority of voters present and voting reject the recommendation, the vote shall represent a vote to create a new planning committee in accordance with RSA 194-C:2, II and that planning committee shall prepare a plan for organization, reorganization, or withdrawal from a school administrative unit which meets the requirements of this section.

II. Organization.

(a) The planning committee shall:

(1) Study the advisability of establishing a school administrative unit in accordance with this chapter, its organization, operation, and control, and the advisability of constructing, maintaining, and operating a school or schools to serve the needs of such school administrative unit.

(2) Estimate the construction and operating costs of operating such school or schools.

(3) Investigate the methods of financing such school or schools, and any other matters pertaining to the organization and operation of a school administrative unit.

(4) Prepare an educational and fiscal analysis of the impact on the school districts within the existing school administrative unit and on any new school administrative unit which may be created, and prepare a proposed plan for the disposition of any school administrative unit assets and liabilities.

(5) Consult with the department of education regarding any unique issues and resolve such issues in a timely manner and submit a report or reports of its findings and recommendations to the several school districts within the existing school administrative unit.

(b) If the planning committee recommends the organization of a school administrative unit, it shall prepare a plan to provide superintendent services which meet the requirements set forth in RSA 194-C:4 for the proposed school administrative unit, and a transition plan and timeline which includes consideration of transition budgets and staffing and is signed by at least a majority of the membership of the planning committee.

(c) The planning committee shall submit a copy of the proposed plan to the several school

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districts within the existing school administrative unit and the school districts in any new school administrative unit which may be created as a result of organization, and shall hold at least one public hearing no less than 14 days prior to submission to the state board.

(d) The state board of education shall review the proposed plan within 60 days of receipt to determine whether the plan complies with the requirements of this section and RSA 194-C:4. If, in the opinion of the state board, all requirements have been met, it shall forward the plan to the school district clerk for a vote at a regular or special school district meeting.

(e) If the state board of education determines that all requirements of this section and RSA 194-C:4 have not been properly addressed, the deficiencies shall be noted and the plan shall be promptly returned for revision. When the plan is resubmitted, the state board of education shall promptly return the plan and make a recommendation for or against its adoption based on whether or not the plan complies with the requirements of this section and RSA 194-C:4. This recommendation shall be reported to the legislative body of the district. The state board shall not have veto power over any plan once it is resubmitted to the state board by the planning committee.

(f) The state board shall submit the organization plan to the school boards of the districts for acceptance by the districts as provided in subparagraph (c). Upon such submission, the state board shall cause the approved plan to be published once at the expense of the state in media of general availability and usage within the proposed school administrative unit.

(g) Upon the receipt of written notice of the state board's recommendation of the plan, the plan shall be submitted for approval by the school districts under the procedures outlined in paragraph I of this section. The question shall be in substantially the following form:

"Shall the school district accept the provisions of RSA 194-C providing for the organization of a school administrative unit involving school districts of _____ and _____ etc., in accordance with the provisions of the proposed plan?"

Yes _____ No _____

(h) If 3/5 of the votes cast on the question in each district shall vote in the affirmative, the clerk of each district shall forthwith send to the state board a certified copy of the warrant, certificate of posting, evidence of publication, if required, and minutes of the meeting in the district. If the state board finds that 3/5 majority of the votes cast in each district meeting have voted in favor of the establishment of the school administrative unit, it shall issue its certificate to that effect; and such certificate shall be conclusive evidence of the lawful organization and formation of the school administrative unit as of the date of its issuance.

III. Reorganization.

(a) The planning committee shall:

(1) Study the advisability of reorganizing school administrative units in accordance with this chapter, their organization, operation, and control, and the advisability of constructing, maintaining and operating a school or schools to serve the needs of reorganized school administrative units.

(2) Estimate the construction and operating costs of operating such school or schools.

(3) Investigate the methods of financing such school or schools, and any other matters pertaining to the reorganization and operation of a school administrative unit.

(4) Prepare an educational and fiscal analysis of the impact of the reorganized school administrative unit on any remaining districts in the school administrative unit and on the school districts in any new school administrative unit which may be created as a result of reorganization, and a proposed plan for the disposition of any school administrative unit assets and liabilities.

(5) Consult with the department of education regarding any unique issues and resolve such issues in a timely manner and submit a report or reports of its findings and recommendations to the several school districts within the existing school administrative unit.

(b) If the planning committee recommends the reorganization of a school administrative unit, it shall prepare a plan to provide superintendent services which meet the requirements set forth in RSA 194-C:4 for the proposed reorganized school administrative unit, and a transition plan and timeline which includes consideration of transition budgets and staffing and is signed by at least a majority of the membership of the planning committee.

(c) The planning committee may submit to the board of an existing school administrative unit, a plan for joining the existing school administrative unit. If approved, the plan shall be submitted to the state board of education and the school district voters in accordance with this section.

(d) The planning committee shall submit a copy of the proposed plan to the several school districts and shall hold at least one public hearing no less than 14 days prior to submission to the state board. Within 60 days, the state

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board of education shall review the proposed plan for administrative structure and to determine whether or not the proposed plan complies with the requirements of this section and RSA 194-C:4

(e) If in the opinion of the state board, all requirements of this section and RSA 194-C:4 have been met, it shall forward the plan to the school district clerk for a vote at a regular or special school district meeting.

(f) If the state board of education determines that all requirements have not been properly addressed, the deficiencies shall be noted and the plan shall be promptly returned for revision. When the plan is resubmitted, the state board of education shall promptly return the plan and make a recommendation for or against its adoption based on whether or not the plan complies with the requirements of this section and RSA 194-C:4. This recommendation shall be reported to the legislative body of the district. The state board shall not have veto power over any plan once it is resubmitted by the planning committee.

(g) The state board shall submit the reorganization plan to the school boards of the districts for acceptance by the districts as provided in subparagraph (d). Upon such submission, the state board shall cause the approved plan to be published once at the expense of the state in media of general availability and usage within the proposed school administrative unit.

(h) Upon the receipt of written notice of the state board's recommendation of the plan, the plan shall be submitted for approval by the school districts under the procedures outlined in paragraph I of this section. The question shall be in substantially the following form:

"Shall the school district accept the provisions of RSA 194-C providing for the reorganization of a school administrative unit involving school districts of _____ and _____ etc., in accordance with the provisions of the proposed plan?"

Yes _____ No _____

(i) If 3/5 of the votes cast on the question in each district shall vote in the affirmative, the clerk of each district shall forthwith send to the state board a certified copy of the warrant, certificate of posting, evidence of publication, if required, and minutes of the meeting in the district. If the state board finds that 3/5 majority of the votes cast in each district meeting have voted in favor of the reorganization of the school administrative unit, it shall issue its certificate to that effect; and such certificate shall be conclusive evidence of the lawful organization and formation of the school administrative unit as of the date of its issuance.

IV. Withdrawal.

(a) The planning committee shall:

(1) Study the advisability of the withdrawal of a specific school district from a school administrative unit in accordance with this chapter, its organization, operation and control, and the advisability of constructing, maintaining and operating a school or schools to serve the needs of such school district.

(2) Estimate the construction and operating costs of operating such school or schools.

(3) Investigate the methods of financing such school or schools, and any other matters pertaining to the organization and operation of a school administrative unit.

(4) Prepare an educational and fiscal analysis of the impact of the withdrawing district on any school districts remaining in the school administrative unit and a proposed plan for the disposition of any school administrative unit assets and liabilities.

(5) Consult with the department of education regarding any unique issues and resolve such issues in a timely manner and submit a report or reports of its findings and recommendations to the several school districts within the existing school administrative unit.

(b) If the planning committee recommends the withdrawal from a school administrative unit, it shall prepare a plan for organization or reorganization. The plan shall include providing superintendent services, which meet the requirements set forth in RSA 194-C:4, and a transition plan and timeline, which includes consideration of transition budgets and staffing for the withdrawing district, and is signed by at least a majority of the membership of the planning committee.

(c) The planning committee may submit to the board of an existing school administrative unit, a plan for joining the existing school administrative unit. If approved, the plan shall be submitted to the state board of education and the school district voters in accordance with this section.

(d) The planning committee shall submit a copy of the proposed plan to the several school districts and shall hold at least one public hearing no less than 14 days prior to submission to the state board. Within 60 days, the state board of education shall review the proposed plan for administrative structure and to determine whether or not the proposed plan complies with the requirements of this section and RSA 194-C:4.

(e) If in the opinion of the state board, all requirements have been met, it shall forward the plan to the school

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district clerk for a vote at a regular or special school district meeting.

(f) If the state board of education determines that all requirements have not been properly addressed, the deficiencies shall be noted and the plan shall be promptly returned for revision. When the plan is resubmitted, the state board of education shall promptly return the plan and make a recommendation for or against its adoption based on whether or not the plan complies with the requirements of this section and RSA 194-C:4. This recommendation shall be reported to the legislative body of the school district. The state board shall not have veto power over any plan once it is resubmitted by the planning committee.

(g) The state board shall submit the plan for district withdrawal from a school administrative unit to the school board of the withdrawing district for acceptance by the district as provided in subparagraph (h). Upon such submission, the state board shall cause the approved plan to be published once at the expense of the state in media of general availability and usage within the district which proposes to withdraw from a school administrative unit.

(h) Upon the receipt of written notice of the state board's recommendation of the plan, the plan shall be submitted for approval by the school district under the procedures outlined in paragraph I of this section. The question shall be in substantially the following form:

"Shall the school district accept the provisions of RSA 194-C providing for the withdrawal from a school administrative unit involving school districts of _____ and _____ etc., in accordance with the provisions of the proposed plan?"

Yes _____ No _____

(i) If 3/5 of the votes cast on the question in the withdrawing district shall vote in the affirmative, the clerk of that district shall forthwith send to the state board a certified copy of the warrant, certificate of posting, evidence of publication, if required, and minutes of the meeting in the district. If the state board finds that 3/5 of the votes cast in that district meeting have voted in favor of withdrawing from the school administrative unit, it shall issue its certificate to that effect; and such certificate shall be conclusive evidence of the lawful organization and formation of the new, single district school administrative unit as of the date of its issuance.

Source. 1996, 298:3. 1997, 245:1-3. 1999, 287:1, 3, eff. Sept. 14, 1999. 2010, 5:1, eff. June 18, 2010.

Section 194-C:3

194-C:3 Single District School Administrative Units; Exemption. – Single district school administrative units shall be considered the same as a single school district and shall be exempt from meeting the requirements of this chapter, except that they shall provide superintendent services pursuant to RSA 194-C:4.

Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:4

194-C:4 Superintendent Services. – Each school administrative unit or single school district shall provide the following superintendent services:

I. An educational mission which indicates how the interests of pupils will be served under the administrative structure.

II. Governance, organizational structure, and implementation of administrative services including, but not limited to:

(a) Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.

(b) Recruitment, supervision, and evaluation of staff; labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration; and management of all employee benefits and procedural requirements.

(c) Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development

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and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.

(d) Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.

(e) Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.

(f) The on-going assessment of district needs relating to student population, program facilities and regulations.

(g) Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements.

(h) Oversight of the provision of insurance, appropriate hearings, litigation, and court issues.

(i) School board operations and the relationship between the board and the district administration.

(j) The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.

(k) Assignment, usage, and maintenance of administrative and school facilities.

(l) Designation of number, grade or age levels and, as applicable, other information about students to be served.

(m) Pupil governance and discipline, including age-appropriate due process procedures.

(n) Administrative staffing.

(o) Pupil transportation.

(p) Annual budget, inclusive of all sources of funding.

(q) School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.

(r) Identification of consultants to be used for various services.

Source. 1996, 298:3, eff. Aug. 9, 1996. 2010, 5:2, eff. June 18, 2010.

Section 194-C:5

194-C:5 Organization and Duties. –

I. The school board of each school administrative unit shall meet between April 1 and June 1 in each year, at a time and place fixed by the chairpersons of the several boards, and shall organize by choosing a chairperson, a secretary, and a treasurer.

II. (a) Each school administrative unit shall provide superintendent services to be performed as required by RSA 194-C:4. School districts shall not be required to have a superintendent and may assign these services to one or more administrative personnel working full or part-time; or such services may be independently contracted.

(b) The state board may establish certification requirements for superintendents in smaller and larger districts, and may designate services in addition to those established in RSA 194-C:4.

(c) Other administrative positions may be established, but only after 50 percent or more of the school districts in the school administrative unit representing 60 percent of the total pupils in the school administrative unit has voted favorably upon the establishment of the position.

III. The school board of each school administrative unit shall fix the salaries of all school administrative unit personnel, shall apportion the expense of the salaries and benefits among the several districts, and shall certify the apportionment to their respective treasurers and to the state board of education. The school administrative unit board shall have the authority to remove superintendents and other administrators.

Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:6

194-C:6 Federal Assistance. – School administrative unit boards are hereby authorized to cooperate with the federal government or any agency thereof to request, receive and expend federal funds for educational purposes. The receipt and expenditure of federal funds by a school administrative unit shall be accounted for in the same manner as established for federal funds processed through local school districts. Each school administrative unit is hereby directed to establish separate from its operating budget a federal grant account.

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Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:7

194-C:7 Representation. – Every school district maintaining one or more public schools shall be entitled to 3 votes on the joint board of school administrative units, plus additional votes as provided in RSA 194-C:8. Districts not maintaining schools shall have one representative on the joint board, who shall be entitled to one vote. Each school district board member present shall be entitled to have a proportionate share of the school district's votes provided that the total votes per district shall be equally divided among the district's board members present and cast as each member present decides on any issue.

Source. 1996, 298:3. 1999, 287:2, eff. Sept. 14, 1999.

Section 194-C:8

194-C:8 Weighted Voting. – In all votes regarding school administrative unit affairs, including the organization of such unit's school board and selection of officers, each district shall be entitled to one vote for each 16 pupils residing in that district and enrolled in schools under the administrative unit. A balance of 8 or more students shall entitle that district to an additional vote. A balance of fewer than 8 students shall have no net effect on a district's vote. Enrollments shall be based on the average daily membership in residence of each district for the school year which ended in the preceding June. Weighted votes shall only be used upon the demand of a majority of the members of any board present and voting in the school administrative unit. The school board members present at a school administrative unit school board meeting shall be entitled to cast the entire number of votes assigned to their school districts, provided that each

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representative present shall be entitled to a proportionate share of the total to be cast as provided in RSA 194-C:7.

Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:9

194-C:9 Budget. –

I. At a meeting held before January 1, the school administrative unit board shall adopt a budget required for the expenses of the school administrative unit for the next fiscal year, which budget may include the salary and expenses of supervisors of health, physical education, music, art, and guidance, and any other employees, and shall include the expenses necessary for the operation of the school administrative unit. Superintendents, assistant superintendents, business administrators, teacher consultants, and the regularly employed office personnel of the school administrative unit office shall be deemed employees of the school administrative unit for the purposes of payment of salaries and contributions to the employee's retirement system of the state of New Hampshire and workers' compensation. The school administrative unit board shall apportion the total amount of the budget among the constituent school districts in the following manner: the apportionment shall be based 1/2 on the average membership in attendance for the previous school year and 1/2 on the most recently available equalized valuation of each district as of June 30 of the preceding school year. Prior to January 15 in each year, the board shall certify to the chairperson of the school board of each constituent school district the amount so apportioned. Each district within a school administrative unit shall raise at the next annual district meeting the sum of money apportioned to it by the school administrative unit board for the expenses of services which each district received in connection with the school administrative unit office. The school administrative unit board in adopting the budget shall not add any new service to the school administrative unit budget unless a majority of the school districts in the school administrative unit representing not less than 60 percent of the total pupils in the school administrative unit have voted favorably upon the establishment of the service. A vote to accept a new service shall not be construed as a

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vote to raise and appropriate money within the meaning of RSA 197:3.

II. The provisions of paragraph I shall not apply to school administrative units comprising only one district. The budget for these units shall be a part of the school district budget and subject to the vote of the annual school district meeting or, for those districts without an annual meeting, by the legislative body.

III. Paragraph I of this section shall not apply to school districts which have adopted the provisions of RSA 194-C:9-a.

Source. 1996, 298:3. 2003, 279:1, eff. Sept. 16, 2003.

Section 194-C:9-a

194-C:9-a Alternative Budget Procedure; Method of Adoption. –

I. (a) Each school district, within a school administrative unit that is composed of 2 or more school districts, may vote to adopt the provisions of RSA 194-C:9-b to determine the means for adopting the school administrative unit budget by placing a question on the warrant of their next annual school district meeting. The question shall be voted on in accordance with the ballot and voting procedures in effect in that school district.

(b) The wording of the question shall be: "Shall the voters of the _____ school district within school administrative unit number _____ adopt the provisions of RSA 194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual school district meetings?"

(c) If a majority of the voters voting in the school districts within the school administrative unit approve the question, then RSA 194-C:9-b shall apply starting with the next annual school district meeting of the school districts within that school administrative unit, and shall continue until rescinded. Each school district moderator shall cause a vote by secret ballot to be taken, record the number of yeas and nays, and announce the result of the vote at the annual meeting. The ballots shall be delivered to the moderator of the school district with the latest chronological annual meeting. The moderator of the latest chronological annual meeting shall record the total number of yeas and nays, announce the results of the final vote on the method of adopting the school administrative unit budget, and deliver the ballots to the secretary of the school administrative unit. The secretary of the school administrative unit board shall certify the results to the department of revenue administration.

II. If, in any year, the question presented to the voters in subparagraph I(b) is not adopted, the question may be resubmitted as part of the warrant of the next annual school district meeting, provided each school district within the school administrative unit complies with the petition procedure set forth in RSA 197:6.

III. In order to rescind the adoption of RSA 194-C:9-b, each school district within the school administrative unit shall comply with the petition procedure set forth in RSA 197:6 and upon such compliance, a question shall be placed on the warrant of the next annual school district meeting. The wording of the question shall be: "Shall the voters of the _____ school district within school administrative unit number ____ rescind the adoption of RSA 194-C:9-b, relative to the alternative school administrative unit budget adoption procedure, and adopt the provisions of RSA 194-C:9 as the method for governing the adoption of the school administrative unit budget?" If a majority of the voters voting in the school districts within the school administrative unit approve the question, then the provisions of RSA 194-C:9 shall govern the procedure for adopting the school administrative unit budget in such school administrative unit. Each school district moderator shall cause a secret ballot vote to be taken, record the number of yeas and nays, and announce the result of the vote at the annual meeting. The ballots shall be delivered to the moderator of the school district with the latest chronological annual meeting. The moderator of the latest chronological annual meeting shall record the total number of yeas and nays, announce the results of the final vote on the question of adopting the school administrative unit budget adoption method, and deliver the ballots to the secretary of the school administrative unit. The secretary of the school administrative unit board shall certify the results to the department of revenue administration.

IV. After a vote to adopt or rescind the alternative school administrative unit budget procedure, the secretary of the school administrative unit shall place the ballots and all envelopes or wrapping which had previously contained them in a suitable container showing the contents and the date of the vote. The ballots shall be retained for 60 days from the date of the vote or any

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recount, unless further preservation is necessary or unless disposal is enjoined by the superior court.

V. Any registered voter who resides in a school district within the school administrative unit may, in writing, petition the secretary of the school administrative unit for a recount of the vote no later than the Friday following the latest chronological annual meeting of school districts in the school administrative unit. The secretary shall schedule a recount, to be conducted by the school administrative unit, not earlier than 5 days nor later than 10 days after the date the secretary receives the petition.

VI. For any town which has adopted a charter under RSA 49-D:3, the method of adoption shall be the manner of amending the charter as provided under RSA 49-B.

Source. 2003, 279:2. 2004, 75:1-3, eff. May 7, 2004. 2012, 7:1, 2, eff. Mar. 22, 2012.

Section 194-C:9-b

194-C:9-b Alternative Budget Procedure. –

I. In a school administrative unit composed of 2 or more school districts which has adopted the provisions of RSA 194-C:9-a, the school administrative unit budget adopted according to RSA 194-C:9, I shall be placed before the voters of each school district of that school administrative unit in a separate warrant article at the annual school district meeting. Notwithstanding RSA 32 and RSA 40:13, the budget adopted by the school administrative unit board shall not be amended or changed in any way prior to the vote. Each school district moderator shall cause a vote by paper ballot to be taken, record the number of yeas and nays, and announce the result of the vote at the annual meeting. The ballots shall be delivered to the moderator of the school district with the latest chronological annual meeting. The moderator of the latest chronological annual meeting shall record the total number of yeas and nays, announce the results of the final vote on the question of adopting the school administrative unit budget, and deliver the ballots to the secretary of the school administrative unit. The secretary of the school administrative unit board shall certify the results to the department of revenue administration. A majority of voters voting in favor shall result in adoption of the budget proposed by the school administrative unit board. If the article receives less than a majority vote, the budget amount accepted shall be that of the previous year adjusted for continuing contracts. Wording of the warrant article shall be as follows:

"Shall the voters of _____ (name of school district) _____ adopt a school administrative unit budget of \$_____ for the forthcoming fiscal year in which \$_____ is assigned to the school budget of this school district?"

This year's adjusted budget of \$_____, with \$_____ assigned to the school budget of this school district, will be adopted if the article does not receive a majority vote of all the school district voters voting in this school administrative unit."

II. After a vote on the school administrative unit budget, the secretary of the school administrative unit shall place the ballots and all envelopes or wrapping which had previously contained them in a suitable container showing the contents and the date of the vote. The ballots shall be retained for 60 days from the date of the vote or any recount, unless further preservation is necessary or unless disposal is enjoined by the superior court.

III. Any registered voter who resides in a school district within the school administrative unit may, in writing, petition the secretary of the school administrative unit for a recount of the vote no later than the Friday following the latest chronological annual meeting of school districts in the school administrative unit. The secretary shall schedule a recount, to be conducted by the school administrative unit, not earlier than 5 days nor later than 10 days after the date the secretary receives the petition.

IV. This section shall not apply to a school administrative unit that includes a city.

Source. 2003, 279:2. 2004, 75:4, eff. May 7, 2004. 2012, 7:3, eff. Mar. 22, 2012.

Section 194-C:10

194-C:10 Public Hearing. – Before final adoption of the school administrative unit budget as provided in RSA 194-C:9, at least one public hearing shall be held within the school administrative unit, at a time and place specified by the school administrative unit board chairperson, upon a preliminary budget prepared by the school administrative unit board. Notice of such public hearing and a summary of the preliminary budget shall be submitted by the secretary of the board for publication in a newspaper of general circulation in the school administrative unit at

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least 7 days prior to the date of the hearing. The budget, subsequent to its final approval by the school administrative unit board, shall be posted in a public place in each constituent school district and given such other publication as the school administrative unit board may determine.

Source. 1996, 298:3, eff. Aug. 9, 1996.

Section 194-C:11

194-C:11 Legislative Oversight Committee. – [Repealed 2014, 321:2, I, eff. Sept. 30, 2014.]

Section 194-C:12

194-C:12 Duties of the Legislative Oversight Committee. – [Repealed 2014, 321:2, II, eff. Sept. 30, 2014.]

APPENDIX J

ADMINISTRATIVE RULES FOR EDUCATION PART 302 PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENT

Part Ed 302

Adopted by the State Board 3-14-06

Document #8583, Effective 3-15-06

PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENT.

Ed 302.01 Executive Officer.

(a) The superintendent shall:

- (1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU).
- (2) Be responsible for the overall administrative and leadership services of the SAU; an.
- (3) Perform the duties specified in the section.

(b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local district.

(c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas.

- (1) Personnel.
- (2) Finance.
- (3) Communication/community relations.
- (4) Student service.
- (5) Maintenance/capital improvement.
- (6) Curriculum.
- (7) Instruction.
- (8) Assessment.
- (9) Short and long range planning.
- (10) Governance for student achievement.
- (11) Policy research.
- (12) Implementation, and review; an.
- (13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

(h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

APPENDIX J (continued)

Ed 302.02 Substantive Duties . The superintendent shall in addition to those duties outlined in Ed 302.01.

- (a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies.
- (b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- (c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used.
- (d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy.
- (e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws.
- (f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules.
- (g) Remove a teacher or other employee of the district in accordance with RSA 189:31.
- (h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13.
- (i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools.
- (j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards.
- (k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board.
- (l) Direct pupils to assigned classes and grades, consistent with local school board policies.
- (m) Maintain a safe environment for pupils free of hazardous conditions.
- (n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies.
- (o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction.
- (p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan.
- (q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; an.
- (r) Be responsible for the implementation and review of school district policies.

APPENDIX K

Abbreviations, Acronyms, and Definition of Terms Used in this Report

This report has two audiences. First, this report is to be submitted to the DOE. Second, and of equal importance, this report will inform the decision of Cornish voters. While the DOE, an acronym itself, functions within the vocabulary of education, this document must be accessible to those within and without the education arena.

Apportionment: A calculation that divides a budget between governing bodies. It is often based on population and valuation. For example, the county budget is apportioned among the towns and cities of a county. The SAU budget is apportioned among the districts of the SAU.

Appropriation: An amount of money appropriated for a specified purpose by the legislative body (see definition below).

Appropriate: To set apart from the public revenue of a municipality a certain sum of money for a specific purpose and to authorize the expenditure of that sum for that purpose.

AREA (Authorized Regional Enrollment Area): An agreement between a sending district and a receiving school district. Tuition is set by agreement between the sending and receiving districts. The minimum length of the agreement is 10 years.

ADM (Average Daily Membership): Calculation by the DOE based on student residence and attendance. District Assessments are calculated using ADM.

CES: Cornish Elementary School

Committee: For the purposes of the report, the Cornish School District SAU Planning Committee. Committee findings, conclusions, etc., in this report represent the opinion of a majority of voting Committee members.

District Assessment: A school district's portion of the SAU budget based 1/2 on the average membership in attendance for the previous school year and 1/2 on the most recently available equalized valuation of each district.

District Fall Enrollments: The number of students enrolled in a district that is reported to the DOE by the districts as of October 1 of a given school year. This District Fall Enrollments are often higher than ADM (see above) for the same district. This is because ADM is based on attendance.

DOE (Department of Education): For the purposes of this report, DOE is intended to mean the New Hampshire Department of Education.

APPENDIX K (continued)

DRA (Department of Revenue Administration): For the Purposes of this report, DRA is intended to mean the New Hampshire Department of Revenue Administration.

Equalized Valuation: An adjustment made by the DRA to a town or city property valuation based on real estate data.

EST: Estimate or estimated.

FTE (Full Time Equivalent): The hours worked by one employee on a full-time basis. 1.0 FTE is the equivalent of 5 full days/week; a half day is equivalent to .1, so .3 FTE would be the equivalent of 1 ½ days/week:

Weekly FTE	
1.0 FTE	5 days/week
.8 FTE	4 days/week
.6 FTE	3days/week
.4 FTE	2 day/week
.2 FTE	1 day/week
.1 FTE	½ day/week

Fund Balance: The unexpended balance of the appropriation, more easily, but not officially, described as the surplus calculated at the end of the fiscal year.

FY16 (Fiscal Year 2016): The school fiscal year that runs from July 1, 2015, to June 30, 2016.

FY17 (Fiscal Year 2017): The school fiscal year that runs from July 1, 2016, to June 30, 2017.

FY18 (Fiscal Year 2018): The school fiscal year that runs from July 1, 2017, to June 30, 2018.

Legislative Body: An assembled meeting or official ballot referendum vote. For example, Town Meeting or School District Meeting. Every voter is a legislator.³²

Plan: For the purposes of this report, plan is intended to mean this document, the Report of the Cornish School District SAU Planning Committee Organization and SAU 6 Withdrawal Plan.

Proposed Organization: For the purposes of this report, the Cornish single district SAU proposed by this plan.

³² Bernie Waugh, Esq.: '16 Things Everyone Should Know about Town Meeting.' NH Town and City, Jan/Feb 2015.

APPENDIX K (continued)

RSA (Revised Statutes Annotated): The codified law of the state subordinate to the New Hampshire State Constitution. The RSA is updated yearly and includes annotations of previous revisions. The statutes are a single numbered set and are described in terms of Titles, Chapters, and Section. RSA references are given in a Chapter:Section format. For example 194-C:2 means Chapter 194-C, Section 2, which is found under the Education Title. The Title and Chapter index of the NH RSA is available online:

<http://www.gencourt.state.nh.us/rsa/html/nhtoc.htm>

SAU (School Administrative Unit): In the state of NH, legally organized corporations (in other words, a governing body), charged with the supervision of school districts.

Stipend: A fixed regular sum paid as a salary and not based on compensation for hours.

Valuation: The total value of the taxable property in a municipality.

WSESU (Windsor Southeast Supervisory Union): Supervisory Union (the VT equivalent of an SAU) serving the towns of Windsor, West Windsor, Hartland, and Weathersfield, VT.

Warrant: A written description of the subject matter of all business to be acted upon at a Town or School District Meeting which has been publicly posted (“warned”) a specified amount of time before the day of the meeting. The warrant must also state the day, time, and place of the meeting.

Warrant Article: Individual matters of business to be acted upon at Town or School District Meeting. The articles go together to create the warrant.