

Epping School District



Crays-Pas Resist Snowflakes created by Grade 1 students

2010 Annual Report

The Epping School District Mission Statement

The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

Epping School District Officers 2010–2011

School Board

Gregory Dodge, Chairman Term Expires 2011
 Shawn Patton Term Expires 2011
 Susan Kimball Term Expires 2012
 Jeffrey Harris Term Expires 2013
 David Mylott Term Expires 2013

Administration

Barbara D. Munsey, *Superintendent of Schools*
 Martha Williamson, *Business Administrator*
 Catherine Zylinski, *Special Services Administrator*
 Lyn Ward Healy, *Director of Professional Learning*

School Principals

Mark Vallone, *Grades PK – 5*
 Kyle Repucci, *Grades 6 – 12*

School District Officers

Joe Foley, *School District Treasurer*
 Robin O’Day, *School District Clerk*
 Robert Goodrich, *School District Moderator*

BALLOT VOTING

Tuesday, March 8, 2011
 8:00 A.M. to 7:00 P.M.
 Epping Middle School Gymnasium

Vote by Ballot on Warrant Articles Revised/Approved
 at Deliberative Session

Letters to the Community

School Board

First and foremost we wish to thank the teachers, administrators and support staff for their continued professionalism and the dedication they exhibit each and every day. It is because of what all of you do that we are able to sustain a well-rounded learning environment.

The District had important personnel changes this school year. We are pleased to have Mr. Kyle Repucci as our Principal in both the Middle School and High School. He replaces Dixie Tremblay in the High School and Lyn Ward-Healy in the Middle School. Ms. Ward-Healy now serves as the Director of Professional Learning. Ms. Christine Hebert is now the Dean of Students in the Middle School replacing Kyle Repucci. We are encouraged and confident they will prove to be a genuine asset to the Epping School District.

The Board is still in the process of approving policy for the District. One major addition has been our “Bullying” policy. This policy is important and was written in accordance with the “Pupil Safety and Violence Prevention Act of 2000” and the New Hampshire Statutes. Bullying is continuing to be a problem throughout this country including New Hampshire. Recent news stories have highlighted the problem and this policy is an important step for the District in an effort to better protect our students. We solicited your ideas on this policy with a Public Hearing and although not many were in attendance, we want to thank those who did come forward and offer their thoughts.

Truancy policy was also revised to reflect changes in state law. Students are now considered truant when they have five unexcused days over a continuous or non-continuous period. Research has found school attendance to be critical for student success. Truancy issues will be met with action in the form of a parent contact to develop a truancy intervention plan. An unsuccessful attempt to develop

or implement a plan will end with the district filing a court petition.

The District also made changes to our bus transportation. When parents express concerns and/or have hardships in regards to getting their students to school, we try to accommodate. Although not every situation was met with total satisfaction, changes were made in some of the routes that were a benefit to many of you. If the district is able to help we encourage you to call so that the problem can get the attention it deserves.

Lately there have been news articles regarding Newmarket’s desire to talk to the Epping District about a possible tuition agreement. As of this writing there has only been one meeting with Newmarket officials. It was apparent in that initial meeting that Newmarket was interested in a Cooperative School District. That is now “off the table” since we put that question to the voters last year and it was soundly defeated. It is encouraging to hear that Newmarket wishes to continue talks and focus on a possible long-term tuition agreement. You will find a non-binding warrant article asking the voters whether or not they are in favor of a tuition agreement with Newmarket. With your input we can better gauge the direction of the District.

Lastly, the School Board has authorized upgrading our Technology Department. Discussions with our technology staff has led to this much-needed improvement. Computer labs in all of the schools are in need of various degrees of improvement and plans will be implemented for this to occur.

Your School Board and Administration want to know how we can better serve you. We welcome any comments, suggestions and input that may improve our schools. Our desire is to provide an atmosphere that will promote an environment of learning.

Respectfully Submitted
Epping School Board

Gregory Dodge – Chairman
Susan Kimball – Vice Chairman
Shawn Patton – Board Member
David Mylott – Board Member
Jeffrey Harris – Board Member

Superintendent’s Message

Why?

It is always a good time to reflect on why we do what we do in the Epping School District. Our mission is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world. We believe in the potential of Epping children. Everything we do supports this belief.

How?

The District Reform Model “21st Century Student Outcomes for College and Career Ready Students” is how we plan on supporting our belief in the potential of Epping children. It focuses our work on student learning encompassing curriculum, assessment, and instruction. What is it we expect students to learn? Across the district teachers and administrators are working to develop PK–12 curriculum in the areas of mathematics, science, unified arts, and guidance with language arts and social studies to follow. This curriculum not only includes a district framework, but includes grade level and course guides all in alignment with the NH Frameworks and the new Common Core State Standards. Once we establish student learning goals, we will focus on assessment, addressing the question of how will we know when students have learned it. In the area of instruction all three schools continue to implement the Framework for Effective Instruction addressing the following questions: How do we teach so all students

learn? How will we respond when students have already learned it? How will we respond when students don't learn?

What?

The District Reform Model also holds us accountable for results. The district routinely records and monitors student demographic and educational data, and financial data in the District Report Card. This data is analyzed for trends, taking into consideration fluctuations by grade or school. The intense educational focus on reading and writing continues to pay dividends with student reading proficiency reaching above state average in grades 3–8 increasing to 78% in 2009 (60% in 2005), and in grade 11 increasing to 74% in 2009 (60% in 2007). Epping High School graduates have surpassed state average in post-secondary attendance with 79% going on to two and four year institutions, and in patriotism with 7% entering the armed forces. Recent changes at the state level increasing the age of attendance to 18, school board level offering pathways to graduation, and school level supporting students with alternative learning plans has significantly reduced the number of high school dropouts from an average of 13 in the past three years to 1 for 2009–2010.

Change is not an easy process for anyone. It is especially difficult in a school setting as our staff are metaphorically repairing a full passenger loaded aircraft in flight. I am thankful for the dedicated teachers, administrators, and school staff that believe the why, perform the how, and achieve the what, and for the dedicated students, parents, community members, and School Board and Budget Committee members that also share in this belief by supporting our schools. We may be a small school district, but we believe big in the potential of Epping children.

Barbara D. Munsey

Director of Professional Learning

The Epping community has many reasons to be proud of its schools—the students,

teachers and families working together to ensure the success of each child. The data shows that our work together is helping our students prepare for their future. The Epping School District Reform Model has been approved by the School Board and adopted by the schools as a roadmap to continuous improvement in our efforts on behalf of the students and provides a guide for our work together. It has five focus areas: curriculum, instruction, assessment, professional learning and accountability and is intended to be revised with new goals each year.

The area of curriculum asks the question, “What is it we expect students to learn (know, understand, and be able to do)?” This is important for each unit, each course, each school year. There has been an exciting development to add to our work because the State of New Hampshire is part of the Common Core State Standards agreement. The Epping School District is gradually implementing these standards which provide a more “common sense” approach to mathematics and language arts instruction. For example, the Pre-K through second grade years focus on understanding numbers and working on addition and subtraction while grades three and four focus on multiplication and division so that students master not only their basic facts (math facts matter!), but these concepts as well. The work on these standards means that teachers will be adjusting their instruction.

To address the curriculum planning, we have been working in content areas as district committees. The first committee to begin was mathematics and the committee gave an initial presentation to the School Board in December. Having discussions about mathematics Pre-K–12 has provided teachers in the different schools with a deeper understanding of what skills the students are learning at each grade level and the depth of learning expected. These discussions have also offered opportunities for some interesting professional conversations! One of the products the Math Committee has produced is a description of the common steps that mathematicians at all levels use to solve problems.

We have a similar process in place

in science and are also focusing on how literacy and mathematics are integrated into this content area. The unified arts teachers (art, music, health, physical education, technology education, family and consumer sciences, computer education, world language) have been working on professional development days to develop their common understandings as well as sequencing their specific content areas so that skills that are introduced in grade three for example, can be reinforced and expanded in grades five and six and into high school. We are discussing how to build knowledge in our students using learning that was presented or mastered in previous years.

The school guidance counselors have been developing their curriculum and the language arts teachers will begin work after February vacation. When the social studies teachers gather in April, all content teachers in the district will be engaged in curriculum conversations. We plan to present a clear picture for the Epping community as to what students should learn at each grade level.

Our District Reform Model focuses on instruction and this is being addressed through professional learning at the school level. We are asking the questions, “How do we teach so all students learn? How will we respond when students have already learned it? How will we respond when students don't learn?” Whether looking at how to teach literacy or mathematics, how to develop an effective lesson or discussing student responses to testing, our teachers are working hard to develop their professional skills. Several consultants are working with teachers in this area including Stephanie Maze-Hsu and Eunice Taylor at EES and Lew Gitleman at EMS and EHS. Their work connects directly with the professional learning question in our model: “How will we grow professionally to support student learning?” and is a daily part of our work.

Equally important questions in the District Reform Model focus on assessment, “How will we know when students have learned it?” and accountability, “How will we hold ourselves accountable for student learning?” Our work in professional learning teams focuses on these questions.

We are meeting regularly to discuss how students are doing on assessments—not only standardized tests such as NECAP, but also teacher developed tests and observations. We use this data to make adjustments to our instruction so that students learn what we are trying to teach them. We are accountable to you, the Epping community, to provide the best possible learning experiences for our students. Student learning is a priority for us all!

Lyn Ward Healy
Director of Professional Learning

Business Administrator

It's been a good year for the Epping School District. No slips, trips or falls have been reported to our insurance carrier in the current school year, and only six non-major incidences were reported last year. Hats off to the grounds and maintenance crew for keeping our parking lots and walkways clear and safe, to the custodians for keeping the hallways free of water and slippery debris, and also to all staff and students for wearing appropriate footwear and being careful.

Epping School District is saving energy. LightTec and PSNH's funding program enabled us to replace non-efficient lights and install sensors in the elementary school, high school and SAU building. This has led to significant energy savings. The new boiler, radiators and windows in the SAU have cut that building's fuel bills by nearly a third. (Thanks again to the town for their help with funding for the windows.) Staff and students are remembering to shut off lights and close down computers at the end of the day.

This past year saw continued work on the new fields, with the installation of a well, pump, and well house. There is a seeding and fertilizing plan already in place that will soon result in a playable field now that it can be watered.

A sidewalk has been added outside the kindergarten wing of the elementary school to accommodate students leaving the building during fire drills and emer-

gency evacuations. This addresses the needs of disabled students, not to mention giving very small feet an alternative to the steep steps outside that door!

As the use of technology has grown over time, changes and additions to the infrastructure have sometimes been made with a view to speedy implementation at the lowest cost. This has resulted over the years in an inconsistent system in need of constant patching. Following a technology tour of the buildings, the School Board has approved much-needed updates to the District's current infrastructure to address issues with cabling, electrical wiring, outdated equipment and switches. The technology staff is working hard to implement these improvements as quickly as possible.

We are always looking for ways to reduce the tax impact on our townspeople. This year all administration and non-negotiating support staff will be moving to new prescription, emergency room and office visit co-pay levels that will reduce health insurance costs. These same co-pay changes will apply to the paraprofessionals if their collective bargaining article passes in March.

Other reductions to projected expenses include: electricity costs, due to the lighting changes; fuel costs, due to the SAU boiler and windows; auditing costs, due to a change of auditors; and life insurance costs, due to a change in insurance carriers. Despite significant increases in

health insurance, retirement and contractual agreement costs, the District budget for 2011–2012 reflects only a 1.4% increase next year. We will continue to work in a fiscally responsible way to best serve Epping students.

Thank you to all the people of Epping for your ongoing support of our schools.

Martha Williamson,
Business Administrator

Elementary School

Epping Elementary School started the 2010–11 school year with its ninth **Annual First Day Program** as the school was opened up to incoming students who were accompanied by parents, guardians and other guests. Classroom teachers conducted welcoming programs and activities followed by an information fair in the school cafeteria that included community organizations such as the PTO, the Epping Police and Fire Departments, our Title I program and the Harvey Mitchell Library. In addition to the Epping PTO and some anonymous donors, over 60 local and area businesses sponsored Epping Eagle T-shirts that were given to every student at the school. EES Eagle T-shirts are worn throughout the year on field trips and are a source of school pride.



Student Council—Food Drive 2010

Student Enrollment and Staff Changes

School enrollment increased from 467 students to 492. The school also welcomed new teachers Brandy Godbout (grade 2), Kristin Eckhardt (grade 4), Carrie Boelter (Title I tutor) and Sarah Colby (Title I tutor).

Epping Elementary Implements a Mathematics Improvement Program

This year, the biggest change at Epping Elementary is in mathematics. After two years in which the math scores of one subgroup of students did not meet Adequate Yearly Progress in the state NECAP test for math, Epping Elementary School was designated a School in Need of Improvement. As a result, the school formed a Mathematics Improvement Committee and developed a school improvement plan. Our plan was submitted to the NH Department of Education which will monitor our progress over the next two years. Our school must make adequate progress in math for two years in a row.

As part of the plan, teachers and math specialists revised our curriculum to make it more tightly aligned with NH grade-level expectations and changed the schedule to allow for more math instruction and more time to plan math. Grade

level teams meet an extra 45 minutes each week to develop common tests to give students, and then closely tracking the results as a grade level. Teams also track the progress of students who struggle with math. Using ARRA, Title I and special education funds, the school hired teachers to provide more support in math. The school now offers intensive tutoring both during and after the school day. The school's Math Improvement Committee meets regularly to track progress and make changes in this year's program.

Expanded Access to Full-day Kindergarten Class

After reviewing the positive results of offering a full-day kindergarten class in 2009–2010, Epping Elementary School added a second full-day kindergarten class for the 2010–2011 year. The full-day kindergarten classes combine students who may be at risk of academic failure with students who are peer models and whose parents pay tuition for the extra half-day of kindergarten. The second class was added due to parent requests and because of the numbers of students who were entering kindergarten at risk of academic failure. The school was able to offer the second full-day without increasing the number of staff by increasing class

size. Although the increased class sizes were not an ideal arrangement, the short-term and long-term benefits of expanding full-day kindergarten outweighed the problems of classroom management that larger class size brings. Research on full-day kindergarten shows that full-day students are more likely to have better attendance, higher academic achievement and cost less in terms of special services than students who attend only a half-day program. I thank the kindergarten staff for all their hard work and also thank the school board for supporting this change.

Using Technology to Improve Student Learning

Epping Elementary School has begun training teachers to use technology in the classroom to improve their instruction and student learning. The school was awarded a Walker Foundation grant to obtain computer projectors, document cameras, Flip cameras, and MP3 players for use by teachers and students. Students who struggle with reading now can use MP3 players to listen to recordings of books downloaded from the Library of Congress for free. Teachers use Flip cameras to record lessons they teach as well as to enable students to create their own podcasts as part of the literacy curriculum. This fall, 15 teachers attended the Christa MacAuliffe Technology in Education conference to learn how to use interactive whiteboards, document cameras and other technologies to make instruction more engaging and effective. At school, teachers are learning to incorporate free software such as Read Outloud and Write Outloud in the classroom. Teachers have also increased their use of Study Island and Successmaker, two reading and math software programs that were introduced into the school last year. Incorporating these new kinds of hardware and software should enable more students to accelerate their learning so that they are not left behind or not getting the most out of their education.

Continuous Professional Development to Improve Student Learning

All teachers and paraprofessionals take part in professional development activi-



Children's Chamber Fund—Student Council 2010



Artist in Residence 2010—Puppetry

ties throughout the school year. For example, a group of elementary and middle school teachers are taking a graduate course in mathematics education. Teams of teachers analyze student test scores to make changes in the curriculum and in instruction. The school continues its connection to what was the Tufts University literacy program and is now known as the Teaching and Learning Alliance. All math teachers of mathematics are working with the NH Department of Education's math consultant along with other math specialists who provide coaching in instruction and assessment. Integrated arts teachers are working with their peers at the middle school and high school to develop a K–12 curriculum aligned with the NH State Standards.

Enrichment Activities

Arts and enrichment remain very important parts of Epping Elementary School. This January, the school and PTO sponsored a traditional barn dance program with Two Fiddles. During this winter and spring, our students will take part in an Artist-in-Residence program that will focus on murals. Artist Mark Ragonese will work with the students of EES to create a large mural about our community. Every K–5 student will have the opportunity to participate. Artist-in-Residence programs are funded by the Epping School District, as well as from school fund raisers conducted during the year,

and from occasional grants by the NH Arts Committee.

Epping Elementary School offers both before and after-school programs such as Spanish, French, American Sign Language, chess, yoga, drama, crafts, art, gardening, podcasting, dance, visual and creative arts, reading, outdoor games, mathematics, reading, writing, jump rope, problem solving, safety skills and library. The school also produces a year book.

Volunteers

Hundreds of parents, relatives, high school students and other members of the Epping community come into our school on a regular basis to help read to students, run off papers, chaperone trips, or to help with our special events. PTO volunteers ran the school snack program. The University of NH sent two teams of student volunteers who help students with their reading. The Foster Grandparent program arranged for senior citizens to volunteer in classrooms. Finally, the St. Joseph Parish Knights of Columbus conducted a fundraiser and donated over \$1100 to our pre-school program. Many thanks go to all those who helped out over the past year.

Students and staff also volunteered for their school and community. In November and December, Epping Education Association and Paraprofessional Organizations worked with the Epping Fire



Artist in Residence 2010—Andrew Periale of the Perry Alley Theatre

Department and Toys for Tots to provide holiday gifts and clothing for children in need. The Student Council sold make-your-own holiday ornaments to donate money to the Chamber of Commerce Children's fund and conducted a food drive that sent over 1100 cans and boxes of food to the Epping Food Pantry. The EES National Honor Society baked and decorated cookies that were donated to the Epping Police and Fire Departments. Grade 4 students made and sold simple treats for pets to help support the Stratham NHPCA. Students in the Garden Club donated their time after school to help clean up the school's gardens and walking paths.

Epping PTO

A very active and dedicated PTO supports our school. In addition to paying for the cost of field trip transportation, the PTO has donated \$1,000 to help provide an Epping Eagle T-shirt for every student. The PTO runs the school snack program, holds an annual Halloween Dance, ice cream socials and provides volunteers for our Artist-in-Residence Program and the I Love to Read Festival. Last year, the PTO held its first annual Easter Bunny Pancake Breakfast, teaming up with the Epping Recreation Department's annual Easter Egg Hunt. This event was a big hit.

Thank you to all the dedicated people—parents, teachers, custodians, aides, food service workers, office staff,

substitutes, and volunteers who work for the benefit of our students and who make Epping Elementary School a wonderful place to learn and grow. Epping residents are welcome to see this committed staff working with great kids. If you would like to arrange a visit, please feel free to call our school at 679-8018.

Mark Vallone, Principal

Middle School

The Middle School opened its doors this fall for its fourth school year and welcomed its students back from another summer break. The 7th and 8th grade students did a superb job greeting and guiding their sixth grade peers as they entered the building in September. Our students are our greatest asset and they continually go above and beyond for their school community. This year we also welcomed three new faculty members: Monica Squires is teaching 8th grade Social Studies, Wyman Eckhardt is teaching 7th grade Math, and Courtney MacFarland is teaching Physical Education and Health. Their talents have enriched our school.

Student Achievement

After four years of improved academic growth the middle school is working to

continue the good work and positive strides of students, parents, faculty, and administration. We continue to focus our work on teaching mathematics and literacy in a variety of different ways in all of the content areas while still encouraging our middle level students to explore their interests and identify their strengths in learning.

Our faculty decided to name the grade level teams this year after New Hampshire college mascots. Our sixth graders are known as: “the Wildcats” (UNH) & “the Panthers” (PSU). The seventh graders decided on “the Ravens” from Franklin Pierce College and the 8th grade team selected “the Chargers” from Southern New Hampshire College. We plan on exposing our students to the various post-secondary settings found here in New Hampshire all the while maintaining team oriented and prideful grade level areas within our school.

EMS provides students with a variety of opportunities and programs which are research based and best meet the needs of young adolescent learners. Our faculty does a wonderful job incorporating personal choice into their lessons and curriculum for their students. These same teachers collaborate with their students to develop student initiated clubs and activities. Each year our clubs change with the interests of our students and our faculty

help polish and produce wonderful co-curricular opportunities for them. This year a few of the new clubs or activities include: badminton, art & ceramics, poetry, homework, orienteering, Future City, and Lego Robotics.

Our students continually impress us with all of their achievements in and out of the classroom. Two wonderful extra-curricular student achievements include an EMS Volleyball State Championship and another Lego Robotics team making it to the State Finals. Our girls volleyball team started the year 0-3, but with hard work and the guidance of their coach Ms. MacFarland they won their remaining games and celebrated with a state championship. EMS is proud of Mr. Lister and his Lego Robotics team for once again earning a place at the First League Lego Robotic state competition. Our team won the Teamwork title at the area competition held at UNH and by doing so earned one of the prestigious places at the state finals held in Manchester.

Epping Middle School Guiding Principles

1. Respect and encourage the right to teach and the right to learn at all times.
2. Be actively engaged in learning; ask questions, collaborate, and seek solutions.
3. Be on time to fulfill your daily commitments.
4. Be appropriate; demonstrate behavior that is considerate of the community, the school, and yourself.
5. Be truthful; communicate honestly.
6. Be respectful and accountable for your choices.

Each month the middle school holds school assemblies to recognize the wonderful accomplishments of our students. Everything we do at the middle school stems from our “Guiding Principles” and our community strives to uphold a very high academic and behavioral standard. Two students from each grade are recognized by their teachers for exemplifying a particular guiding principle. “Nice Moves” awards are also given to students



Middle School Parent Volunteers

who have been noticed by adults exhibiting nice gestures that benefit others. These simple acts of kindness help create and foster a place of happiness and safety so important to the learning environment.

The EMS Advisory Program is another area of school pride. This year teachers wanted to create advisory groups based on student interests. Students took personal inventories to identify interests and then were grouped appropriately by grade with a faculty advisor. Our advisory programs are configurations in which an adult advisor meets regularly during the school day with a group of students to provide academic and social-emotional mentorship and support, to create personalization within the school, and to facilitate a small peer community of learners. Advisory occurs each Red day for twenty-five minutes over the course of the year. While in advisory groups, students in groups of 8 to 10 develop interpersonal relationships with an adult advocate and their fellow peers. Advisors provide an open and nurturing environment while interweaving academic support, goal setting, and social and academic challenges.

The faculty at EMS is second to none and they continue to go above and beyond for their students. Many teachers have collaborated to create annual events for their students. In the fall Mr. Fersch and Mrs. Booth team up to provide 8th graders with a cross-curricular project that culminates with a live presentation open to parents and community members. This year's project was "The Art of Music and Writing". The Unified Arts teachers continue their annual "Learning in Motion" tradition. This evening event showcases the various opportunities afforded to our students through the unified arts program here at EMS. During this event students become the teachers and they instruct their teachers, parents, and community members in attendance.

Teaching our students about literacy and mathematics are not the only educational opportunities available to our students. At EMS, we have a strong and well-rounded tradition of civic responsibility. Many thanks go out to Ms. Weisberg for leading this school initiative. Through her hard work and dedication our teachers



Middle School—The Art and Music of Writing

and students are afforded the opportunity to participate in activities that benefit their local community as well as national organizations. Holiday food & clothing drives, the NH Breast Cancer Walk, and efforts on behalf of UNICEF, Make-A-Wish-Foundation, and Friends Helping Friends are just a few of the wonderful and charitable acts occurring at the middle school during the year.

Collaborative and Accountable Culture

This year at the middle school our faculty has been engaged in activities focused on examining effective instructional techniques. The program of Framework for Effective Instruction (FEI) adopted by

the high school two years ago has recently been implemented by the middle school. The positive academic gains achieved by the students and faculty at the high school have provided the middle school an opportunity to codify instructional practices.

Each week teachers at the middle school meet with Lew Gitelman from the Center for Urban Education. He uses common team planning time to discuss and model effective instructional practices. He also works closely with the principal to identify areas of need and to improve his ability to work with teachers to improve their instruction using the FEI model. The FEI model is a lens through which teaching is examined. By focusing



EMS Volleyball Champs

on a common, easily recognizable set of instructional best practices, both teachers and administration have a clear understanding of what effective instruction looks like. Teachers are observed using an FEI observation protocol that has been clearly discussed and which is the foundation of their lesson plans and instructional practices.

As we move further into the 21st Century it is important that we give every possible advantage to our students to insure their success. The FEI model of instruction creates an environment within the classroom that is geared towards the

students doing the work. Teachers establish a workshop setting with time for instruction of new material, time to practice, and time to reflect. Teachers also work hard to be explicit when teaching students specific learning strategies, such as questioning, inferring, and making connections. In addition, students are guided by teachers to be more actively engaged in high order thinking skills.

Communication

EMS hopes to continue its practice of being a very open and communicative school with its families and community

members. We continue to send home weekly "Wednesday Communication" newsletters. In addition to school programs and announcements the team leaders at each grade level include a weekly letter to parents. This letter includes curriculum topics and grade level activities. It is our hope that these letters will allow for more specific and authentic school related conversations during family times at home.

Parents, guardians, students, and school staff are partners in the Epping Middle School. Access to grades and attendance through PowerSchool® is being provided to make learning more transparent, to provide timely evidence of learning, and to facilitate communication about individual student learning. Ultimately, it is about all of us taking responsibility for student learning. If you need any assistance with the PowerSchool® portal, please contact administration at 679-2544.

Our website is filled with information regarding upcoming events. Please visit our website at www.sau14.org/EMS for the latest information about what is happening in the school. We also post school related information in the monthly editions of Speak Up Epping.

Thank You

EMS hopes to be a conduit of positive change for everyone involved with the school. It would be impossible to individually thank each student, faculty member, parent, or community member that gives of themselves to make EMS such a great school. One brief highlight I'd like to mention is the strong parent volunteer group found at EMS. Each grade is represented with grade level parent liaisons. The sixth grade has Teresa Kucera and Donna Garrow to thank for organizing all of the hard work of sixth grade parent volunteers. The seventh grade would like to thank Kim Krenzer and Brenda Gallagher for all of their fundraising ideas. Finally, the 8th grade would like to thank Sherri Hall, Stephanie Sturzo, Pamela Cammet, and Kim MacLeod for all of their dedication in planning 8th grade trips, activities, and events. These are just of a few of the people that make



Epping Road by Megan Mission, 8th grade student

EMS such a special school, thank you to everyone who contributes to our school community!

Summary

Epping Middle School is a wonderful place to come to each day and that is a direct result of all of the special people within the school community. As its' principal, I am continuously in awe of all of the achievements, academic and social milestones, and wonderful ways that both students and faculty positively affect one another. I encourage anyone with comments or questions regarding the middle school to call me and come in for a cup of coffee or a tour of our school to witness all of the wonders found at EMS. I am proud to serve the students and families of the Epping community and I thank you all for your continued support. Thank you.

Kyle Repucci, Principal

High School

Epping High School Mission Statement

The Epping High School community educates and empowers students within a safe environment to become **Respectful, Involved, and Knowledgeable** citizens.

This year the high school has redesigned a few areas and programs to better facilitate learning. The freshman and sophomore classes have been relocated to the recently renovated second floor of the high school. This new design allows for shorter travel time between classes and allows the team of teachers in the 9th and 10th grade better access to one another. Due to their close proximity to one another they have been able to create more cross-curricular opportunities for their students. The new design has been especially helpful to the 9th grade class because having their core classes in one particular area closely resembles the grade level pods at the middle school. Elective classes are still located in various locations of the high school for all of our students including 9th and 10th graders.

The high school guidance depart-

ment has also been renewed this year. Each component of the guidance department was broken down and assigned to specific guidance team members. Julie Morin is our new academic counselor. She is responsible for scheduling courses, the college application process, developing age appropriate guidance curriculum, facilitate academic testing (PSAT, SAT, AP Tests, NECAP, & NWEA), coordinate Section 504 plans, collaborate with EMS guidance to insure a successful 8th to 9th grade transition. Ms. Morin has been a wonderful addition to our school and has already built many positive relationships with students and families through the various programs she has already provided.

Melora Bisailon is another member of our guidance team that brings a wealth of experience and expertise to the team. She is the Alternative Program Counselor and works closely with our students and families. Her primary goal is to oversee and monitor alternative learning programs and extended learning opportunities for our students. Through her efforts many more of our students are finding school to be a more nurturing and successful environment.

Don Roussel is our school's Behav-

ior Specialist. He coordinates our school's Pupil Assistance Team (PAT) which meets weekly to plan positive interventions for various student needs. While working with PAT Mr. Roussel shares collected student data with his team mates to keep track of student performance. Mr. Roussel also works closely with the Dean of Students and special education department as he actively assists with IEP goals, 504 accommodations, and counseling needs. His clinical background and dedication to the students he assists positively benefit students and members of the guidance team.

Student Achievement

The High School Data Team has enjoyed a productive 2009–2010 school year, thanks to strong support from everyone involved. We are looking forward to a winning program this year as well. These are some highlights of last year's successes.

Among last year's goals were a focus on testing preparation for the NECAP and NWEA testing. The preparation ensures the testing produces accurate data. The results are being used in targeting for enrichment and remediation opportunities for students and professional development for teachers.



Painting by Caitrin Dawson, Senior

The NWEA scores indicate 9th and 10th grade Epping students are at or above grade levels in all three tested areas. The scores also show average growth of more than a year for both classes in 2009–2010 academic years across the tested areas. Especially notable are the class of 2012's growth of nearly two years in reading and of more than a year in math. The class of 2013 improved nearly two years in both math and language arts.

The class of 2011 earned the highest NECAP scores ever earned by Epping students. This impacts many aspects of our school including the perceived value of our diploma. EHS made a dramatic improvement of 32 places in the overall ranking among 81 New Hampshire high schools.

The class of 2011 was recognized for their achievements at the spring school wide Respectful, Involved, & Knowledgeable (RIK) assembly. Students who improved scores in two out of three areas without losing in the third were entered in a raffle for an Ipod and discount and gift certificates. More than two thirds of the class qualified for entry. Many students have come forward with a proposal

to include NECAP performance into school related privileges. Students and administration will be collaborating to finalize a policy.

Our students achieve so much in and out of school that at times it is hard to keep up. Currently many of our seniors have been accepted to colleges and universities through early enrollment opportunities. Our girl's volleyball team made it to the state finals this year and provided the state with one of the greatest semifinal comebacks in tournament history.

We look forward to continuing with the programs in place and attaining further goals.

Communication

As the 21st Century unfolds the staff at EHS is working to become more "green" in its communication efforts. Monthly newsletters are now being emailed home to families as well as posted on our school's website www.sau14.org/EHS. Grade level teachers are using the email database found in our school's student information system (PowerSchool®) to openly and proactively communicate with families.

Our one hope is that all parents maintain accurate and up to date demographic information with the school's main office. Each year we send home a welcome back package with your student(s), but if information changes after the start of the year we have no way of knowing. Please do everything possible to provide us with accurate contact information.

Thank You

I'd like to personally thank the teachers of the high school for making my transition as their new principal so wonderful. The teachers in Epping continually give to their community, students, and colleagues. Their efforts and kindness create the warm and welcoming environment necessary to foster learning. EHS is a great place to come to every day!

Summary

Epping High School and all of its related programs are a testament to the town's commitment to education. As EHS's new principal, I hope to continue the strong sense of pride shown throughout the community and bring the very best educational opportunities to the students of Epping. Thank you for your support!

Kyle Repucci, Principal

Director of Special Services

The Department of Special Services provides services for students with disabilities (IDEA and 504 eligible), English Speakers of Other Languages (ESOL), and for students who are experiencing Homelessness in the district.

Special Education

This school year the Special Education department welcomed Matt Cartmill, Special Education Teacher, to the Epping Elementary School and Carol Colgan, part time Special Education, to the Epping Middle School.

The Special Education department supports approximately 170 students



Happy high schoolers in Consumer Science class

each year in the district in an inclusionary model that upholds the school district mission. The district utilizes inclusive practices that bring special education teachers, general education teachers, paraprofessionals, and other service providers such as Speech & Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologist and Behavioral Consultants together to fully include students with disabilities so they can access the general curriculum. The focus of this year's collaborative teaming approach has been on mathematics. The collaborative model has allowed the staff to continue to develop lessons that support students with individual education plans and engage them in reflective practice to improve student outcomes for all students.

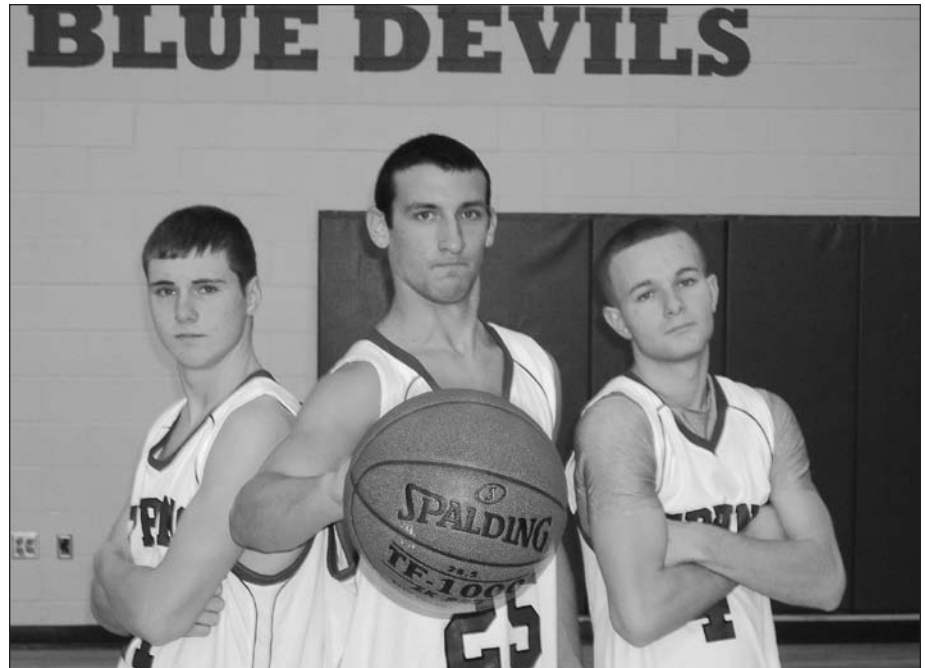
In addition to instructional supports, the special education department provides evaluation services, transition supports, assistive technology support, resources/training for staff, and parent/community training.

English Speakers of Other Languages (ESOL)

Jennifer Tincher, our ESOL Teacher, supports approximately 19 students from the Preschool to High School level. Our mission is to ensure that all English Language Learners are given an equitable, age appropriate, academically challenging education. Jennifer provides direct instruction, consultation to the staff, assessment and resources for students who come to use with a variety of languages and backgrounds.

Homeless Students

The Epping School District supports students who are experiencing homelessness under the McKinney Vento Education Act. The three district Homeless Coordinators – Kathy Stanley-Berting (EES), Christine Hebert (EMS), and Don Roussel (EHS) provide supports for students as needed for referrals to health services, transportation, expedited evaluations for various educational services, before and



Varsity basketball captains

after school supports, early childhood programs, school supplies, as well as professional development activities for educators to support personnel working with students who are experiencing homelessness. This has been a wonderful support that ensures our students who

are experiencing homelessness do not also lose their educational opportunities during these most difficult times.

Thank You

I would like to express a heartfelt thank you to all our teachers, paraprofessionals, specialists, volunteers, substitutes, administrative assistants, technology staff, school board members, and parents for their support and commitment to all the students of the Epping School District.

Summary

The Epping School District Special Services department is dedicated to helping families by providing them with information, support and referrals for students with disabilities, English as a Second Language, and students experiencing homelessness. We strive to help families to receive services/supports so they can make well informed educational decisions for their children. Please feel free to contact the Director of Special Services at (603) 679-8003 ext 103 if we can be of assistance to you.

*Catherine Zylinski
Director of Special Services*



9th grade Biology teacher

District Report Card

The intent of the Epping School District Report Card is to share successes and challenges in meeting the district student learning, professional learning, and accountability goals. Student demographic and educational data and financial data are routinely monitored to determine our successes and challenges. Detailed student demographic and learning data and financial data may be accessed on the Epping School District website www.sau14.org under Superintendent. Please note that data may be from several school years due to the availability of information from the NH Department of Education.

Demographically our schools continue to change due to the economy and changing town population. In order to

maintain low class sizes, next year's budget will include an additional elementary and kindergarten teacher. The rising charter school population has the potential of significantly affecting student enrollment and program. The district will be assessing why students elect to attend charter schools and what charter school practices may be adapted in Epping schools, especially the high school.

The intense educational focus on reading and writing has produced the intended result of increased student proficiency. Mathematics will need a similar focus and plan. The district has formed committees with the purpose of designing district curriculum in alignment with existing state standards and the newly adopted Common Core State Standards. Mathematics, science, and unified arts committees have begun this work. Language arts and social studies committees will follow later this school year. Epping High School graduates have surpassed state average in post-secondary attendance with 79% going on to two and four year institutions. Epping graduates have continued to demonstrate their patriotism with 7% entering the armed forces. Although the number of high school dropouts has reached the lowest level in recent history, the high school dropout rate continues to be a challenge.

Financially, the district has continued the practice of returning funds in the form of fund balance. The cost per pupil has continued to be higher than state average due to the southeast region and the size of our schools. However, it must be noted that the high school cost per pupil is average when compared to other small NH high schools. Benefit costs continue to be a budget area of concern and the district has taken action to reduce these costs in next year's budget. Epping taxpayers continue to contribute 74% of the school budget. Thank you for supporting Epping schools!

Student Demographic Information

- Student enrollment in the elementary and middle schools has increased for

the second year in a row while high school enrollments have continued to decline. Data indicates that the district may have ended the enrollment decline. An additional teacher has been added to the 2011–2012 budget to address rising class sizes in the elementary school.

- Epping schools have continued to be predominately white with only 4% of our students meeting the criteria for ethnic/race diversity.
- The economy has significantly impacted our student body with 24% of our students identified as socio-economically disadvantaged. This is the largest percentage in 13 years. Title 1 services for our socio-economic population have also increased as a result.
- The district has continued to lag behind the state in limited English proficiency students. However, the district is projecting 19 students for 2011–2012 in comparison to a few students in years past.
- For the second year in a row special education student enrollment has declined to 16.5% for the 2010–2011 school year.
- The home school student population has stabilized in the 20 to 25 range. Home school students have continued to participate in our schools in various different ways.
- The charter school population has continued to increase with 30 Epping students attending one of four area charter schools. Special Services has reported that the 2011–2012 special education budget will include a charter school component for the provision of special services to charter school students.

Student Learning Information

- The elementary school entered year one after being identified as a school in need of improvement (SINI) due to the educational disability population failing to meet math targets. The

Enrollment

As of 10/1/2010

Grade	Elementary School
1	79
2	85
3	68
4	84
5	63
Middle School	
6	78
7	73
8	71
High School	
9	59
10	63
11	74
12	82
Total Enrollment for Grades 1–12:	879
Kindergarten Enrollment:	82

middle school has continued to be a school in need of improvement in math. The middle school made adequate yearly progress (AYP) this school year. Additional professional development funds, for improving mathematics instruction, have been added to the 2011–2012 budget.

- Reading proficiency has continued to increase in grades 3 to 8 with 78% of students testing proficient. Reading proficiency in grade 11 increased significantly with 74% of students testing proficient. Epping has continued to perform above state average in reading proficiency. This is attributed to the continued focus on reading and writing supported by professional development, classroom libraries, and other resources.
- Mathematics proficiency has produced inconsistent results with 69% of our students in grades 3 to 8 testing proficient in mathematics. The high school has continued to produce poor results as did the entire state. This school year the elementary school is implementing a SINI plan to address mathematics. A district mathematics committee has been formed to review standards and recommend a district mathematics curriculum. Next school year the same intensity and focus will be brought to mathematics. The 2011–2012 budget has included additional professional development for mathematics.
- In the elementary and middle grades writing was not tested. Grade 11 significantly improved to 58% demonstrating proficiency. Epping has continued to perform at or above state average in writing proficiency due to the reading and writing initiatives.
- Elementary students tested at state average with 54% demonstrating proficiency in science. The upper grades have continued to lag behind state average. A district science committee has been formed to review standards and recommend a district science curriculum. This work will continue into next school year.

- In 2008–2009 Epping High School graduates surpassed the state average with 79% of students planning to pursue post-secondary attendance.
- In 2008–2009 Epping High School graduates demonstrated their patriotism surpassing state average with 7% of students planning on entering the armed forces.
- Students dropping out of Epping High School have reached the lowest level. However, the 3.6% Epping dropout rate is still a concern. The high school has instituted a student data team to monitor these results and a school-wide conversation to discuss and reduce the dropout rate.

Financial Information

- The assessed tax rate increased significantly this year partly due to a property reevaluation. Epping schools accounted for 79% of the tax rate.
- This year the equalized tax rate showed Epping’s tax rate to be \$2.16 higher than the state median.
- The district continued to return a healthy fund balance of \$432,401. Under-expenditures were realized in teacher salaries due to rehiring, health insurance due to the rate setting process, and special education due to the nature of changing student need.
- The district cost per pupil continued to be higher than state average with a significant difference in high school. An analysis of the 25 smallest NH high schools found

Epping High School to have an average cost per pupil.

- The district starting teacher salary has reached a ranking of 86 out of 160 school districts. This has significantly affected our ability to attract qualified candidates.
- The district has continued to strive for class sizes of 20 or less in the primary grades and 25 or less in upper grades. An additional classroom teacher has been added to meet the class size goal. This school year kindergarten class sizes have reached the 20 student level. An additional classroom teacher has been added to keep kindergarten class sizes low and to meet the need for full day kindergarten.
- This school year the regular education portion of the budget continued to decrease to its lowest level at 23% since 2004–2005. Benefit costs have continued to increase with 21% of this year’s budget designated for staff benefits. The 2011–2012 budget has been significantly impacted by retirement costs being shifted down to the local level by the state. Health insurance is a major contributor and next year the district has proposed higher contributions and changes to health care coverage.
- This school year Epping taxpayers have directly contributed 74% of the school budget with the federal government contributing 5% and the state contributing 21%.

December 2, 2010

Statistical Data: School Year 2009–2010		
	Average Daily Membership	Percent of Attendance
Elementary	430.9	93.4
Middle School	211.99	94.9
High School	291.37	91.6
Kindergarten	44.97	92.33

2010 Ballot Results

SAMPLE

Rosam A. O'Day
Rosam A. O'Day
SCHOOL DISTRICT CLERK

AN

INSTRUCTIONS TO VOTERS

A. TO VOTE, completely fill in the OVAL to the RIGHT of your choice(s) like this:

B. Follow directions as to the number of candidates to be marked for each office.

C. To vote for a person whose name is not printed on the ballot, write the candidate's name on the line provided and completely fill in the OVAL.

SCHOOL BOARD MEMBER	
3 years	Vote for not more than 2
SCOTT BOOTH	538 <input type="radio"/>
JEFFREY HARRIS	578 <input type="radio"/>
DAVID MYLOTT	712 <input type="radio"/>
	<input type="radio"/>
	(Write-in) <input type="radio"/>
	(Write-in) <input type="radio"/>

ARTICLES

Article 1. To see if the Epping School District will vote to approve the cost item included in the collective bargaining agreement reached between the Epping School Board and the Epping Education Association which calls for the following increases in salaries and benefits at the current staffing levels:

Year	Estimated Increase
2010-2011	\$102,155
2011-2012	\$265,328

and further to raise and appropriate the sum of \$102,155 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels in accordance with the most recent collective bargaining agreement. The school board (4-0-1) and the budget committee (6-1-1) recommend this appropriation.

556
YES
NO
659

Article 2. Shall the Epping School District, if article 1 is defeated, authorize the governing body to call one special meeting, at its option, to address article 1 cost items only? The school board (4-0) and the budget committee (8-0) recommend this article.

681
YES
NO
572

Article 3. Shall the Epping School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$16,324,011? Should this article be defeated, the default budget shall be \$16,307,568, which is the same as last year with certain adjustments required by previous action of the Epping School District or by law or the governing body may hold one special meeting in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. This operating budget warrant article does not include appropriations contained in any other warrant articles. The school board (5-0) and the budget committee (7-1) recommend this appropriation.

631
YES
NO
576

Article 4. To see if the School District, pursuant to RSA 195:18 will vote to create a Cooperative School District Planning Committee consisting of three qualified voters of whom at least one shall be a member of the School Board and to see if the District will vote to authorize the School District Moderator to appoint members of the committee. The school board (4-0) and the budget committee (6-2) recommend this article.

393
YES
NO
827

Rosam A. O'Day

SAMPLE BALLOT

SAMPLE BALLOT
SPECIAL SCHOOL DISTRICT MEETING
EPPING, NEW HAMPSHIRE
June 22, 2010

Place a cross (X) in the square to the right of your choice.

Article 1: To see if the Epping School District will vote to approve the cost item included in the collective bargaining agreement reached between the Epping School Board and the Epping Education Association which calls for the following increases in salaries and benefits at the current staffing levels:

Year	Estimated Increase
2010-2011	\$0
2011-2012	\$272,026

And further to raise and appropriate the sum of \$0 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels in accordance with the most recent collective bargaining agreement. The school board (5-0-0) and the budge committee (10-1-0) recommend this appropriation.

305
YES

156
NO

2011-2012 School District Budget

MS-27

SCHOOL BUDGET FORM

BUDGET FORM FOR SCHOOL DISTRICTS WHICH HAVE ADOPTED THE PROVISIONS OF RSA 32:14 THROUGH 32:24

OF: EPPING, NH

Appropriations and Estimates of Revenue for the Fiscal Year From July 1, 2011 to June 30, 2012

IMPORTANT:

Please read RSA 32:5 applicable to all municipalities.

1. Use this form to list ALL APPROPRIATIONS in the appropriate recommended and not recommended area. This means the operating budget and all special and individual warrant articles must be posted.
2. Hold at least one public hearing on this budget.
3. When completed, a copy of the budget must be posted with the warrant. Another copy must be placed on file with the school clerk, and a copy sent to the Department of Revenue Administration at the address below within 20 days after the meeting.

This form was posted with the warrant on (Date): 1/24/2011

BUDGET COMMITTEE

Please sign in ink.

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

THIS BUDGET SHALL BE POSTED WITH THE SCHOOL WARRANT

FOR DRA USE ONLY

NH DEPARTMENT OF REVENUE ADMINISTRATION
 MUNICIPAL SERVICES DIVISION
 P.O. BOX 487, CONCORD, NH 03302-0487
 (603)271-3397

MS-27
 Rev. 10/10

Budget - School District of Epping - FY 2012

MS-27

1	2	3	4	5	6	7	8	9
Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3.V)	OP Bud. WARR. ART.#	Expenditures for Year 7/1/2009 to 6/30/2010	Appropriations Current Year as Approved by DRA	School Board's Appropriations Ensuing Fiscal Year (Recommended)	School Board's Appropriations Ensuing Fiscal Year (Not Recommended)	Budget Committee's Approp. Ensuing Fiscal Year (Recommended)	Budget Committee's Approp. Ensuing Fiscal Year (Not Recommended)
INSTRUCTION								
1100-1199	Regular Programs	2	\$3,728,390	\$5,382,301	\$5,647,083		\$5,647,083	
1200-1299	Special Programs	2	\$1,981,616	\$2,709,367	\$2,776,146		\$2,776,146	
1300-1399	Vocational Programs	2	\$116,520	\$116,640	\$115,420		\$115,420	
1400-1499	Other Programs	2	\$285,552	\$309,194	\$338,256		\$338,256	
1500-1599	Non-Public Programs							
1600-1699	Adult/Continuing Ed. Programs							
1700-1799	Community/Jr.College Ed. Programs							
1800-1899	Community Service Programs							
SUPPORT SERVICES								
2000-2199	Student Support Services	2	\$761,654	\$1,213,594	\$1,236,259		\$1,236,259	
2200-2299	Instructional Staff Services	2	\$604,753	\$826,243	\$912,594		\$912,594	
GENERAL ADMINISTRATION								
2310 840	School Board Contingency							
2310-2319	Other School Board	2	\$93,143	\$78,250	\$80,008		\$80,008	
EXECUTIVE ADMINISTRATION								
2320-310	SAU Management Services	2	\$315,294	\$454,246	\$462,387		\$462,387	
2320-2399	All Other Administration	2	\$152,750	\$219,474	\$225,467		\$225,467	
2400-2499	School Administration Service	2	\$740,312	\$875,327	\$904,402		\$904,402	
2500-2599	Business	2						
2600-2699	Operation & Maintenance of Plant	2	\$1,139,716	\$1,446,424	\$1,390,970		\$1,390,970	
2700-2799	Student Transportation	2	\$527,365	\$574,541	\$521,519		\$521,519	
2800-2999	Support Service Central & Other		\$2,855,902	\$136,798	\$110,596		\$110,596	
NON-INSTRUCTIONAL SERVICES								
3100	Food Service Operations							
3200	Enterprise Operations							

MS-27

Rev. 10/10

Budget - School District of Epping - FY 2012

1	2	3	4	5	6	7	8	9
Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3.V)	OP Bud WARR. ART.#	Expenditures for Year 7/1/2009 to 6/30/2010	Appropriations Current Year As Approved by DRA	School Board's Appropriations Ensuing Fiscal Year (Recommended)	(Not Recommended)	Budget Committee's Approp. Ensuing Fiscal Year (Recommended)	(Not Recommended)
FACILITIES ACQUISITION AND CONSTRUCTION								
4100	Site Acquisition							
4200	Site Improvement							
4300	Architectural/Engineering	2		\$1	\$1		\$1	
4400	Educational Specification Develop.							
4500	Building Acquisition/Construction							
4600	Building Improvement Services			\$55,000				
4900	Other Facilities Acquisition and Construction Services							
OTHER OUTLAYS								
5110	Debt Service - Principal	2	\$500,000	\$450,000	\$464,042		\$464,042	
5120	Debt Service - Interest	2	\$493,041	\$469,291	\$446,291		\$446,291	
FUND TRANSFERS								
5220-5221	To Food Service	2	\$380,910	\$403,483	\$391,126		\$391,126	
5222-5229	To Other Special Revenue	2	\$667,590	\$603,837	\$529,570		\$529,570	
5230-5239	To Capital Projects							
5254	To Agency Funds							
5300-5399	Intergovernmental Agency Alloc.							
SUPPLEMENTAL								
DEFICIT								
Operating Budget Total			\$15,344,508	\$16,324,011	\$16,552,137		\$16,552,137	

MS-27

Budget - School District of Epping - FY 2012

1	2	3	4	5	6
Acct.#	SOURCE OF REVENUE	WARR. ART.#	Revised Revenues Current Year	School Board's Estimated Revenues	Budget Committee's Est. Revenues
REVENUE FROM LOCAL SOURCES					
1300-1349	Tuition	2	\$66,000	\$115,000	\$115,000
1400-1449	Transportation Fees	2			
1500-1599	Earnings on Investments	2	\$2,500	\$2,500	\$2,500
1600-1699	Food Service Sales	2	\$277,283	\$326,926	\$326,926
1700-1799	Student Activities	2			
1800-1899	Community Services Activities				
1900-1999	Other Local Sources	2	\$98,000	\$141,500	\$141,500
REVENUE FROM STATE SOURCES					
3210	School Building Aid	2	\$192,256	\$192,256	\$192,256
3220	Kindergarten Aid				
3215	Kindergarten Building Aid				
3230	Catastrophic Aid	2	\$51,535	\$51,535	\$51,535
3240-3249	Vocational Aid	2	\$10,500	\$10,500	\$10,500
3250	Adult Education				
3260	Child Nutrition	2	\$4,200	\$4,200	\$4,200
3270	Driver Education	2	\$9,000	\$11,000	\$11,000
3290-3299	Other State Sources				
REVENUE FROM FEDERAL SOURCES					
4100-4539	Federal Program Grants	2	\$603,837	\$529,570	\$529,570
4540	Vocational Education				
4550	Adult Education				
4560	Child Nutrition	2	\$122,000	\$60,000	\$60,000
4570	Disabilities Programs				
4580	Medicaid Distribution	2	\$130,000	\$130,000	\$130,000
4590-4999	Other Federal Sources (except 4810)				
4810	Federal Forest Reserve				
OTHER FINANCING SOURCES					
5110-5139	Sale of Bonds or Notes				
5221	Transfer from Food Service-Spec.Rev.Fund				
5222	Transfer from Other Special Revenue Funds				
5230	Transfer from Capital Project Funds				
5251	Transfer from Capital Reserve Funds				

MS-27

Budget - School District of Epping - FY 2012

1	2	3	4	5	6
Acct.#	SOURCE OF REVENUE	WARR. ART.#	Revised Revenues Current Year	School Board's Estimated Revenues	Budget Committee's Est. Revenues
OTHER FINANCING SOURCES (Cont.)					
5252	Transfer from Expendable Trust Funds				
5253	Transfer from Non-Expendable Trust Funds				
5300-5699	Other Financing Sources				
5140	This Section for Calculation of RAN's (Reimbursement Anticipation Notes) Per RSA 198:20-d for Catastrophic Aid Borrowing RAN, Revenue This FY _____ less RAN, Revenue Last FY _____ =NET RAN				
	Supplemental Appropriation (Contra)				
	Voted From Fund Balance				
	Fund Balance to Reduce Taxes		\$432,401	\$232,401	\$232,401
	Total Estimated Revenue & Credits		\$1,999,512	\$1,807,388	\$1,807,388

****BUDGET SUMMARY****

	Current Year Adopted Budget	School Board's Recommended Budget	Budget Committee's Recommended Budget
Operating Budget Appropriations Recommended (from page 3)	\$16,324,011	\$16,552,137	\$16,552,137
Special Warrant Articles Recommended (from page 4)			
Individual Warrant Articles Recommended (from page 4)		\$4,934	\$4,934
TOTAL Appropriations Recommended	\$16,324,011	\$16,557,071	\$16,557,071
Less: Amount of Estimated Revenues & Credits (from above)	\$1,999,512	\$1,807,388	\$1,807,388
Less: Amount of State Education Tax/Grant	\$4,569,116	\$4,529,715	\$4,529,715
Estimated Amount of Local Taxes to be Raised For Education	\$9,755,383	\$10,219,968	\$10,219,968

Maximum Allowable Increase to Budget Committee's Recommended Budget per RSA 32:18: \$1,564,180.
(See Supplemental Schedule With 10% Calculation)

BUDGET COMMITTEE SUPPLEMENTAL SCHEDULE
(For Calculating 10% Maximum Increase)
 (RSA 32:18, 19, & 32:21)

VERSION #2: Use if you have Collective Bargaining Cost Items

LOCAL GOVERNMENTAL UNIT: EPPING FISCAL YEAR END JUNE 30, 2012

Col. A

	RECOMMENDED AMOUNT			
1. Total RECOMMENDED by Budget Committee (see budget MS7, 27, or 37)	\$16,552,137			
LESS EXCLUSIONS:				
2. Principal: Long-Term Bonds & Notes	\$464,042			
3. Interest: Long-Term Bonds & Notes	\$446,291			
4. Capital Outlays Funded From Long-Term Bonds & Notes per RSA 33:8 & 33:7-b				
5. Mandatory Assessments				
6. TOTAL EXCLUSIONS (Sum of rows 2-5)	< \$910,333 >			
7. Amount recommended less recommended exclusion amounts (Line 1 less Line 6)	\$15,641,804			
8. Line 7 times 10%	\$1,564,180			
9. Maximum allowable appropriation prior to vote (Line 1 + 8)	\$18,116,317	Col. B		Col. C (Col. B-A)
10. Collective Bargaining Cost Items, RSA 32:19 & 273-A:1, IV, (Complete Col. A prior to meeting & Col. B and Col. C at meeting)	Cost items recommended \$4,934	Cost items voted		Amt. voted above recommended

MAXIMUM ALLOWABLE APPROPRIATIONS VOTED
 At meeting, add Line 9 + Column C. \$ _____

Line 8 plus any amounts in Column C (amounts voted above recommended) is the allowable increase to budget committee's recommended budget. Enter this amount on the bottom of the posted budget form, MS7, 27, or 37.

Please attach a copy of this completed supplemental schedule to the back of the budget form.

MS-DS

DEFAULT BUDGET OF THE SCHOOL

OF: EPPING, NH

Fiscal Year From July 1, 2011, to June 30, 2012

RSA 40:13, IX (b) "Default budget" as used in this subdivision means the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures contained in the operating budget. For the purposes of this paragraph, one-time expenditures shall be appropriations not likely to recur in the succeeding budget, as determined by the governing body, unless the provisions of RSA 40:14-b are adopted, of the local political subdivision.

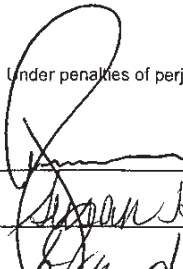
1. Use this form to list the default budget calculation in the appropriate columns.
2. Post this form or any amended version with proposed operating budget (MS-26 or MS-27) and the warrant.
3. Per RSA 40:13, XI, (a), the default budget shall be disclosed at the first budget hearing.

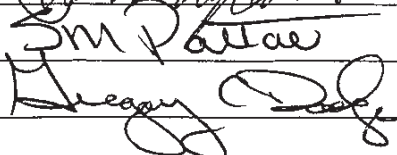
SCHOOL BOARD

or

Budget Committee if RSA 40:14-b is adopted

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete.





NH DEPARTMENT OF REVENUE ADMINISTRATION
MUNICIPAL SERVICES DIVISION
P.O. BOX 487, CONCORD, NH 03302-0487
(603)271-3397

Default Budget - School District of Epping FY 2011-2012

1	2	3	4	5	6
Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3,V)	Prior Year Adopted Operating Budget	Reductions & Increases	Minus 1-Time Appropriations	DEFAULT BUDGET
INSTRUCTION					
1100-1199	Regular Programs	\$5,382,301	\$248,888		\$5,631,189
1200-1299	Special Programs	\$2,709,367	\$116,408		\$2,825,775
1300-1399	Vocational Programs	\$116,640	-\$1,220		\$115,420
1400-1499	Other Programs	\$309,194	\$13,022		\$322,216
1500-1599	Non-Public Programs				
1600-1699	Adult/Continuing Ed. Programs				
1700-1799	Community/Jr.College Ed. Programs				
1800-1899	Community Service Programs				
SUPPORT SERVICES (2000-2999)					
2000-2199	Student Support Services	\$1,213,594	\$28,131		\$1,241,725
2200-2299	Instructional Staff Services	\$826,243	\$11,260		\$837,503
GENERAL ADMINISTRATION					
2310 840	School Board Contingency				
2310-2319	Other School Board	\$78,250	-\$4,750		\$73,500
EXECUTIVE ADMINISTRATION					
2320-310	SAU Management Services	\$454,246	\$5,384		\$459,630
2320-2399	All Other Administration	\$219,474	\$1,340		\$220,814
2400-2499	School Administration Service	\$875,327	\$58,584		\$933,911
2500-2599	Business				
2600-2699	Operation & Maintenance of Plant	\$1,446,424	-\$83,069		\$1,363,355
2700-2799	Student Transportation	\$574,541	\$0		\$574,541
2800-2999	Support Service Central & Other	\$136,798	-\$5,296		\$131,502
NON-INSTRUCTIONAL SERVICES					
3100	Food Service Operations				
3200	Enterprise Operations				
FACILITIES ACQUISITION AND CONSTRUCTION					
4100	Site Acquisition				
4200	Site Improvement				
4300	Architectural/Engineering	\$1	\$0		\$1
4400	Educational Specification Develop.				
4500	Building Acquisition/Construction				
4600	Building Improvement Services	\$55,000		-\$55,000	
4900	Other Facilities Acquisition and Construction Services				

Default Budget - School District of Epping FY 2011-2012

1	2	3	4	5	6
Acct.#	PURPOSE OF APPROPRIATIONS (RSA 32:3,V)	Prior Year Adopted Operating Budget	Reductions & Increases	Minus 1-Time Appropriations	DEFAULT BUDGET
OTHER OUTLAYS (5000-5999)					
5110	Debt Service - Principal	\$450,000	\$14,042		\$464,042
5120	Debt Service - Interest	\$469,291	-\$23,000		\$446,291
FUND TRANSFERS					
5220-5221	To Food Service	\$403,483	-\$12,357		\$391,126
5222-5229	To Other Special Revenue	\$603,837	-\$74,267		\$529,570
5230-5239	To Capital Projects				
5254	To Agency Funds				
5300-5399	Intergovernmental Agency Alloc.				
	SUPPLEMENTAL				
	DEFICIT				
	TOTAL	\$16,324,011	\$293,100	-\$55,000	\$16,562,111

Please use the box below to explain increases or reductions in columns 4 & 5.

Acct #	Explanation for Increases	Acct #	Explanation for Reductions
1100-1199	Personnel and contractual	1300-1399	Tuition student reduction
1200-1299	Personnel and contractual	2310-2319	Contractual (audit)
1400-1499	Personnel and contractual	2600-2699	Contractual (energy updates)
2000-2199	Personnel and contractual	2800-2999	Contractual and personnel
2200-2299	Personnel and contractual	4600	1-time expense
2320-2329	Personnel and contractual	5120	Refinancing
2330-2399	Personnel and contractual	5220-5221	Contractual and personnel
2400-2499	Personnel and contractual	5222-5229	ARRA funding ended
5110	Refinancing		

2011–2012 Warrant Article Information

WARRANT ARTICLE 1 PARAPROFESSIONALS’ AGREEMENT

This article has been recommended by the Epping School Board (5-0) and the Epping Budget Committee (8-0).

Compensation – Paraprofessionals’ compensation is based on a step salary schedule which includes a cost of living adjustment (COLA) and experience steps. This agreement includes the following recommended compensation.

<u>School Year</u>	<u>COLA</u>	<u>Experience</u>
2011-2012	0%	Plus step
2012-2013	1%	Plus step

Health Insurance - This agreement will reduce health insurance costs by changing the paraprofessionals’ health insurance plan to require higher medical office visit and prescription drug co-pays. This agreement also includes language to protect the district from potential penalties included in the Patient Protection and Affordable Care Act (health care reform).

Evergreen Clause - In 2008 the State passed a new law known as the “evergreen clause” which requires with the passage of any new agreement that experience step increases be included in the budget warrant article. Cost of living and other cost items will be placed in a separate collective bargaining warrant article. The passage of this agreement will activate the evergreen clause.

Cost & Estimated Tax Impact – This agreement is for the 2011-2012 and 2012-2013 school years. The district was advised not to pursue a longer agreement due to unknowns associated with the Patient Protection and Affordable Care Act (health care reform). The additional cost for each year and the estimated tax impact is shown below.

<u>School Year</u>	<u>Cost</u>	<u>Estimated Tax Impact</u>
2011-2012	\$4,934	\$0.01
2012-2013	\$36,126	\$0.06

2011-2012 Warrant Article Information

WARRANT ARTICLE 2 BUDGET – TAX IMPACT SUMMARY

Appropriation - Proposed Budget		
2011-2012 General Fund	\$15,631,441	
2011-2012 Food Service	\$391,126	
2011-2012 Grant Funds	<u>\$529,570</u>	
Total	\$16,552,137	
2011-2012 Proposed Budget		\$16,552,137
2010-2011 Approved Budget		<u>\$16,324,011</u>
Difference		\$228,126
Revenue - Proposed Budget		
2011-2012 General Fund	\$5,416,407	
2011-2012 Food Service	\$391,126	
2011-2012 Grant Funds	<u>\$529,570</u>	
Total	\$6,337,103	
2011-2012 Proposed Revenue		\$6,337,103
2010-2011 Approved Revenue		<u>\$6,568,628</u>
Difference		(\$231,525)
Tax Impact - Proposed Budget		
Appropriation Increase		\$228,126
Revenue Decrease		(\$231,525)
		\$459,651
Tax Impact - PROPOSED BUDGET		\$0.75
APPROPRIATION BY SCHOOL		
	<u>% of Students</u>	<u>% of Funding</u>
Elementary	45.2%	43.9%
Middle	22.5%	21.1%
High	32.3%	35.0%
DEFAULT BUDGET		
Appropriation - Default Budget		
2011-2012 Default Budget		\$16,562,111
2010-2011 Approved Budget		\$16,324,011
Difference		\$238,100
Revenue - Default Budget		
2011-2012 Default Revenue		\$6,337,103
2010-2011 Approved Revenue		\$6,568,628
Difference		(\$231,525)
Appropriation Increase		\$238,100
Revenue Decrease		(\$231,525)
		\$469,625
Tax Impact - DEFAULT BUDGET		\$0.77
	*Net Assessed Valuation	610,342,000

2011-2012 Warrant Article Information

**WARRANT ARTICLE 2
BUDGET – EXPENSE**

		2009-2010	2010-2011	2011-2012	BUDGET TO
		ACTUAL	BUDGET	APPROVED	BUDGET
					VARIANCE
Fund Account					
1100	Regular Education	\$ 3,728,390	\$ 5,382,301	\$ 5,647,083	\$264,782
1200	Special Education	\$1,981,616	\$2,709,367	\$2,776,146	\$66,779
1300	Vocational Education	\$116,520	\$116,640	\$115,420	(\$1,220)
1400	Other Programs	\$285,552	\$309,194	\$338,256	\$29,062
	TOTAL INSTRUCTION	\$6,112,078	\$8,517,502	\$8,876,905	\$359,403
2110	Attendance	\$0	\$1	\$1	\$0
2120	Guidance	\$159,841	\$270,559	\$292,169	\$21,610
2130	Health	\$149,242	\$204,398	\$212,476	\$8,078
2140	Psychological	\$96,207	\$159,676	\$147,728	(\$11,948)
2150	Speech & Audiology	\$234,947	\$396,764	\$390,990	(\$5,774)
2160	Physical & Occupational	\$121,417	\$182,196	\$192,896	\$10,700
2210	Improvement of Instruction	\$186,123	\$280,973	\$237,038	(\$43,935)
2220	Educational Media	\$199,406	\$250,301	\$250,633	\$332
2225	Technology	\$219,224	\$294,969	\$424,923	\$129,954
2310	School Board	\$93,143	\$78,250	\$80,008	\$1,758
2320	Office of Superintendent	\$315,294	\$454,246	\$462,387	\$8,141
2330	Special Educ Administration	\$152,750	\$219,474	\$225,467	\$5,993
2400	School Administration	\$740,312	\$875,327	\$904,402	\$29,075
2600	Operation of Plant	\$1,139,716	\$1,446,424	\$1,390,970	(\$55,454)
2700	Student Transportation	\$527,365	\$574,541	\$521,519	(\$53,022)
2900	Support Benefits	\$2,855,902	\$136,798	\$110,596	(\$26,202)
	TOTAL SUPPORT	\$7,190,889	\$5,824,897	\$5,844,202	\$19,305
4000	Facilities	\$0	\$55,001	\$1	(\$55,000)
5100	Debt Service	\$993,041	\$919,291	\$910,333	(\$8,958)
5200	Fund Transfers	\$0	\$0	\$0	\$0
	GENERAL FUND	\$14,296,008	\$15,316,691	\$15,631,441	\$314,750
	Food Service	\$380,910	\$403,483	\$391,126	(\$12,357)
	FOOD SERVICE FUND	\$380,910	\$403,483	\$391,126	(\$12,357)
	FEDERAL/GRANT/DONATION FUNDS	\$667,590	\$603,837	\$529,570	(\$74,267)
	BUDGET FOR ALL FUNDS	\$15,344,508	\$16,324,011	\$16,552,137	\$228,126

2011-2012 Warrant Article Information

**WARRANT ARTICLE 2
BUDGET – REVENUE**

	ACTUAL	MS 24	BUDGET	NET
	2009-2010	2010-2011	2011-2012	INC/(DEC)
General Fund Balance	\$472,833	\$432,401	\$232,401	(\$200,000)
1 State Education Grant	\$3,136,471	\$3,138,805	\$3,093,683	(\$45,122)
1 State Education Tax	\$1,432,645	\$1,430,311	\$1,436,032	\$5,721
State School Building Aid	\$219,513	\$192,256	\$192,256	\$0
2 State Vocational Transportation Aid	\$11,886	\$10,500	\$10,500	\$0
3 State Driver Education	\$11,550	\$9,000	\$11,000	\$2,000
4 State Catastrophic Aid	\$41,922	\$51,535	\$51,535	\$0
Federal Medicaid	\$145,846	\$130,000	\$130,000	\$0
Local High School Tuition	\$26,376	\$0	\$0	\$0
Local Summer School Tuition	\$2,565	\$2,000	\$2,000	\$0
Local Preschool Tuition	\$18,530	\$15,000	\$18,000	\$3,000
5 Local Kindergarten Tuition	\$23,580	\$21,000	\$72,000	\$51,000
Local Driver Education Tuition	\$35,710	\$28,000	\$23,000	(\$5,000)
6 Local Earnings on Investment	\$2,639	\$2,500	\$2,500	\$0
7 Local Rent	\$8,175	\$8,000	\$8,000	\$0
8 Other Local Sources	\$94,590	\$90,000	\$133,500	\$43,500
Transfer from Federal Funds (IDC)	\$12,051	\$0	\$0	\$0
General Fund	\$5,696,882	\$5,561,308	\$5,416,407	(\$144,901)
3 Local School Lunch	\$294,520	\$337,283	\$326,926	(\$10,357)
3 State Child Nutrition	\$3,684	\$4,200	\$4,200	\$0
3 Federal Child Nutrition	\$56,518	\$62,000	\$60,000	(\$2,000)
Food Service	\$354,722	\$403,483	\$391,126	(\$12,357)
3 Title I	\$135,509	\$159,076	\$143,714	(\$15,362)
3 Title IIA	\$62,662	\$62,226	\$62,226	\$0
3 Title IID	\$9,016	\$0	\$0	\$0
3 Title IV	\$5,136	\$0	\$0	\$0
3 Preschool	\$7,927	\$7,868	\$7,868	\$0
3 IDEA	\$210,574	\$216,306	\$216,306	\$0
3 FEMA	\$2,776	\$0	\$0	\$0
3 ARRA Food Service	\$1,613	\$0	\$0	\$0
3 ARRA Title I	\$80,802	\$23,680	\$0	(\$23,680)
3 ARRA IDEA	\$151,576	\$90,208	\$0	(\$90,208)
3 Title I SINI	\$0	\$18,000	\$0	(\$18,000)
3 Education Grant 2010-2012			\$99,456	\$99,456
3 Other non-federal funds	\$0	\$26,473	\$0	(\$26,473)
Federal & Other Grant Funds	\$667,590	\$603,837	\$529,570	(\$74,267)
TOTAL REVENUES:	\$6,719,194	\$6,568,628	\$6,337,103	(\$231,525)

2011-2012 Warrant Article Information

WARRANT ARTICLE 2 BUDGET – REVENUE (CONT)

1. Per State update 11/15/10, & with \$194,341 hold harmless.
2. Stable SST enrollment.
3. Offset by corresponding expense; net zero tax impact.
4. Not yet known; same as 2010.
5. Third full-day kindergarten added.
6. Interest rates remain low.
7. Headstart remaining in District.
8. Impact fees: \$90,000, capital offset & \$40,000, technology; Newmarket Football fees: \$3,500

WARRANT ARTICLE 2 BUDGET – DEFAULT COMPARED TO PROPOSED

	Amount	Tax Impact
Proposed Budget	\$16,552,137	\$0.75
Default Budget	<u>-\$16,562,111</u>	<u>-\$0.77</u>
Difference	-\$9,974	-\$0.02

The default budget **includes**:

- | | |
|--|-----------|
| 1. Current year staffing, equipment and supplies | \$220,058 |
|--|-----------|

The default budget **does not include**:

- | | |
|--|-------------|
| 1. Non-contractual raises | (\$69,454) |
| <p>The default budget does not include raises for administrators, secretarial staff, technology personnel, the speech assistant, School Board, or custodians since they are not part of a bargaining agreement. The proposed budget includes raises for these personnel.</p> | |
| 2. Technology restructuring | (\$124,590) |
| 3. Other requests | (\$16,040) |

WARRANT ARTICLE 3 QUESTION ON LONG-TERM TUITION AGREEMENT

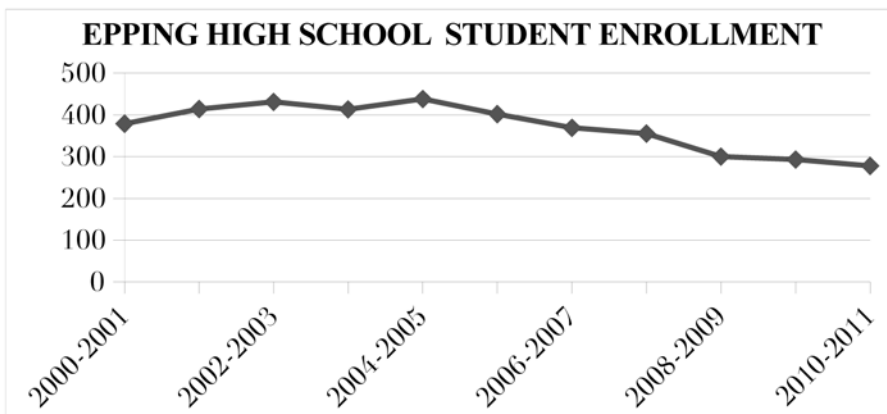
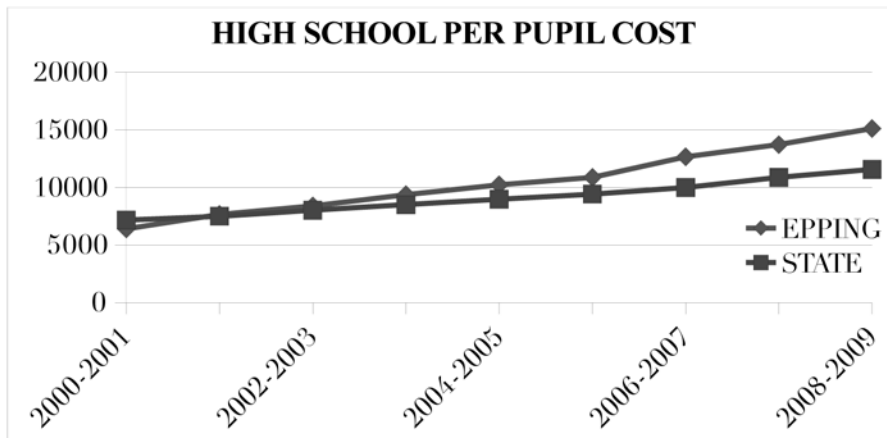
Warrant article 3 is non-binding article to gain information on what Epping voters think about the school district exploring a long-term high school tuition agreement with the Newmarket School District. The challenge of a small high school is to provide a variety of educational opportunities cost effectively. The following data shows the gap between the Epping and State per pupil cost for high school students is widening. This gap is attributed to sustaining high school program with a decreasing high school student enrollment.

Increasing high school student enrollment through a long-term tuition agreement would have the potential of:

1. Increasing educational program and opportunities for high school students.
2. Decreasing the high school per pupil cost.
3. Increasing revenue and decreasing tax rate.

No - A vote of no means that you would like to keep things as they are.

Yes - A vote of yes means that you would like the school district to explore a tuition option.



Deliberative Session Minutes

**February 10, 2011, 7 P.M.
Epping Middle School Gymnasium**

The Epping School Board held its annual Deliberative Session at the Epping Middle School Gymnasium. There were 47 voters in attendance. The purpose of this meeting was to discuss and amend Articles to be presented on the Official School Ballot on the March 8, 2011 annual Voting Day.

The meeting was called to order at 7:00 P.M. by Moderator Bob Goodrich.

Gregory Dodge introduced the Board members:

School Board Members Gregory Dodge, Chair; Susan Kimball, Vice-chair; Shawn Patton; David Mylott; and Jeff Harris; Superintendent, Barbara Munsey; Business Administrator, Martha Williamson; Legal Counsel, Maureen Pomeroy and Recording Clerk, Joyce Blanchard. Also in attendance were Budget Committee members Paul Spidle, Matt Killen, Mark LeClerc, Lise Carr, Tammy Shennett, and Gary MacLeay.

Paul Spidle announced that there are two empty seats on the Budget Committee. If anyone is interested in being on the Budget Committee they should start a write-in campaign.

Gregory Dodge explained that Shawn Patton is not running for office again. Mr. Dodge thanked Mr. Patton for serving three years. Mr. Patton was a great asset and his good humor was appreciated.

Mr. Dodge also introduced Joyce Blanchard and explained that Mrs. Blanchard will be recording the minutes School District Clerk, Robin O'Day, is ill.

Moderator Goodrich announced that there will be school on February 21st to make up a snow day.

Moderator Goodrich read The Rules of Procedure to the audience.

Moderator Goodrich noted the open positions in the school district.

Article A: To elect by ballot the following School District Officers:

- School Board Member 3-Year Term**
- School Board Member 3-Year Term**
- School Moderator 3-Year Term**
- School Clerk 3-Year Term**
- School Treasurer 3-Year Term**

Moderator Goodrich announced that Candidates Night will be held March 2 at 7:00 P.M. at the Town Hall and that Voting Day is scheduled for Tuesday, March 8th at the Middle School Gym.

Moderator Goodrich proceeded to read Article 1.

Article 1: To see if the Epping School District will vote to approve the cost item included in the collective bargaining agreement reached between the Epping School Board and the Epping Paraprofessional Association NEA-NH and NEA which calls for the following increases in salaries and benefits at the current staffing levels:

Year	Estimated Increase
2011-2012	\$4,934
2012-2013	\$36,126

and further to raise and appropriate the sum of \$4,934 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that by would be paid at the current staffing levels in accordance with the most recent collective bargaining agreement. The school board (5-0-0) and the budget committee (8-0-0) recommend this appropriation.

School Board member Greg Dodge made a motion to accept Article 1 as read. Seconded by member Shawn Patton.

Shawn Patton thanked the Paraprofessionals for their professionalism in working with the School Board coming to an agreement with the contract. Jeff Harris explained that the Health Insurance is a driving force regarding this agreement. Mr. Harris thanked Martha Williamson and Barbara Munsey for all their help with the agreement.

There was no discussion and the Moderator moved on to the next article.

Article 2: Shall the Epping School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$16,552,137**? Should this article be defeated, the default budget shall be \$16,562,111, which is the same as last year with certain adjustments required by previous action of the Epping School District or by law or the governing body may hold one special meeting in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. This operating budget warrant article does not include appropriations contained in any other warrant articles. The school board (5-0-0) and the budget committee (7-1-0) recommend this appropriation.

School Board member Greg Dodge made a motion to accept Article 2 as read. Seconded by member Shawn Patton. Moderator Goodrich opened the meeting to discuss Article 2.

Barbara Munsey spoke on behalf of this article. Ms. Munsey proceeded with a Power Point presentation. Information was given regarding the proposed budget and tax impact. The presentation also covered subjects including educational programs, school improvement, reading proficiency, and math proficiency data. Mrs. Munsey also made a point that our students have made important impacts regarding community service such as winners in the Scholastic Art Show, the Future City Team and the School of Excellence Award Division IV in the 3rd Annual High School Penguin Plunge to name a few. Martha Williamson continued the Power Point presentation explaining how recommendations within the budget were going to affect each building due to changes in insurance, transitioning of resources towards lower grades, level funding special education and sustaining district curriculum work to align with Common Core State Standards.

Discussion: Shanna McTague expressed concerns with the redirection of resources by not funding the Special Education Case Manager. Special Education needs need to be addressed before children start first grade. The Home-to-School Coordinator position is greatly needed in our system. Martha Williamson explained that the Home-to-School coordinator was funded by a stimulus grant and the grant is all gone. Andrea Meyer spoke against cutting the position of the Special Education Case Manager. Classes will be disrupted and children will not get the services they need without the Special Education Case Manager. She added that the Home-to-School position helps our community, and she can't stand the thought that this position is being cut. Kirsten Rossel asked the School Board to reconsider and fund the Home-to-School Coordinator and Case Manager as these positions address basic needs of the students.

Matt Killen—Point of Order, clarified that any amendments to the article must be in the form of an amount of money. Andrea Meyer then made a motion to amend Article 2 to add \$80,000 to the total budget increasing it to \$16,632,137. Seconded by Shanna McTague. The article as amended reads:

To see if the Town will vote to add \$80,000 to the total budget increasing it to \$16,632,137.

Discussion: Tom Gauthier stated that he appreciates that these positions might be needed at the school but that the School Board worked very hard to come up with a budget for the town, and he was not in favor of this amendment. Paul Spidle from the Budget Committee explained that the Budget Committee asked all the departments from town to not exceed a 3% increase. This amendment would increase the budget over the 3% so he was not supportive of this amendment. **A hand vote was taken and the amendment failed.**

Matt Killen thanked the School Board for meeting with the Budget Committee in August to start the budget process and for making this budget process work. Susan Kimball stated that she could not support putting the money for both positions back into the budget, but after

learning more about the Home-to-School Coordinator position, felt the importance of keeping this position at the elementary school. Susan Kimball made a motion to amend Article 2 to add \$48,000 to the operating budget increasing it to \$16,600,137. Seconded by David Mylott. Susan made this amendment with the hope the School Board would use the funds to retain the Home-to-School Coordinator position.

Discussion on the amendment: Shanna McTague thanked the School Board for the compromise. Paul Spidle would like a job description for the Home-to-School Coordinator. Susan Kimball read one of the many letters that the School Board had received in support of the Home-to-School Coordinator. The letter provided examples as to what type of services the Home-to-School Coordinator performs on a daily basis. Susan explained that it was after reading these letters and receiving feedback from the public, that she changed her mind as she hadn't realized the importance of this position. She is in favor of the amendment and hopes the School Board will use the \$48,000 to reinstate this position. Mark Vallone explained that this position is a liaison between children and school. She arranges home visits and mediates with parents. She makes sure the students have food, clothes and are clean for school. Carrie Boelter is in support of the Home-to-School Coordinator, as she helps the Title 1 population greatly. Matt Killen asked Mr. Vallone if the loss of this position would have a negative impact. Mr. Vallone listed some of the assistance this position provides and answered yes, this would be a negative impact on the school. Mr. Killen wanted to know how many students are served by this position. Mr. Vallone said this position helps approximately 60 students directly. Mrs. Munsey explained that the use of the ARRA fund which was part of the stimulus money has been spent. There is no guarantee that this money added to the budget would be spent on reinstating this position. Jim Johnson supported the amendment. He didn't realize how important the Home-to-School Coordinator position was to the school. Mr. Vallone stated that even though there

is no guarantee that the board would use this money for this position, at the least the money would be there just in case. Matt Killen moved the question. Seconded by Paul Spidle. **A hand vote was taken and the amendment passed.** The article as amended reads:

To see if the Town will vote to add \$48,000 to the operating budget to the sum of \$16,600,137.

Discussion on this article ended and the Moderator moved on to the next article.

Article 3: Shall the Epping School District explore a long-term high school tuition agreement with the Newmarket School District to provide more educational opportunities and reduce per pupil cost? This article is for informational purposes and is non-binding.

School Board member Gregory Dodge made a Motion to accept Article 3 as read. Seconded by member Shawn Patton.

School Board member Gregory Dodge spoke on behalf of this article. This is not to explore the option of a Co-op. This article is to see if Epping wants to pursue talks about a long term tuition agreement with Newmarket. This is to explore what a long term tuition agreement would look like.

Discussion: Steve Illsley was concerned about test scores with a higher enrollment and what affect it would have on all our students. Would they have the same chances with AP classes and athletics if the size of the high school increased dramatically? David Mylott agreed with Mr. Illsley and his concerns. He also clarified that this article is asking the public whether the School Board should continue to look into the subject, nothing is definite. Increasing the numbers of the school doesn't mean the class numbers have to increase. He hopes a tuition agreement would provide more potential opportunities. Susan McGeough was in favor of Newmarket being tuitioned. It would mean more to offer to different kids and enriching our student body. Barbara Munsey said that all points given were valid. This article is just a question requesting feedback. If you like things the way they are, vote no. If you want a

change, vote yes. Chris Vallone, likes a small school but is in favor of exploring the tuition agreement. Paul Spidle, speaking personally and not as a Budget Committee member, is in favor of this article. He thinks this will help the budget. Shanna McTague wanted to know, how many students we have and how many would come from Newmarket. Mrs. Munsey replied that each school district has approximately 280 students. Ms McTague did not consider that a big school. Sean Patton explained that this is just a discovery to get information. With a tuition agreement the School Board would continue to have complete control over the school. He favored going forward with meetings with

Newmarket to discuss the possibilities because knowledge is power. Jeff Harris also liked the idea to continuing the talks with Newmarket. The correct information will be given and meetings video taped. Steve Illsley asked for assurance that all discussions would be public. Gregory Dodge said School Board meetings are all public and these meetings would be also.

Sheila Harris moved the question. Seconded by Shawn Patton

Discussion on this article ended and the Moderator moved on to the next article.

Article 4: To transact any other business which may legally come before this meeting.

School Board member Gregory Dodge made a motion to accept Article 4 as read. Seconded by member Shawn Patton.

There was no discussion.

School Board member Gregory Dodge made a Motion to Adjourn. Seconded by member Shawn Patton .

Meeting was adjourned at 8:30 P.M.

Respectfully submitted,

Joyce Blanchard

Recording Clerk

Note: School District Clerk, Robin O'Day was unable to attend the meeting due to illness.

Auditor's Report



Roberts, Greene & Drolet, PLLC

INDEPENDENT AUDITOR'S REPORT

To the Members of the School Board
Epping School District
Epping, New Hampshire

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Epping School District, as of and for the year ended June 30, 2010, which collectively comprise the School District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Epping School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As discussed in Note I.B.3 to the financial statements, management has not determined its liability or annual cost for postemployment benefits other than pensions (OPEB) in governmental activities. Accounting principles generally accepted in the United States of America require that management recognize OPEB expense for the required contributions and a liability for unpaid required contributions, which would increase the liabilities, decrease net assets, and increase expenses of the governmental activities. The amount by which this departure would affect the liabilities, net assets, and expenses of the governmental activities is not reasonably determinable.

In our opinion, because of the effects of the matter noted in the preceding paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of the governmental activities of the Epping School District as of June 30, 2010, and the changes in financial position thereof for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

Also, in our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the each major fund, and the aggregate remaining fund information of the Epping School District, as of June 30, 2010, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2010, on our consideration of the Epping School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The management's discussion and analysis on pages 3 through 9 and the budgetary comparison information on pages 26 and 27 are not required parts of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

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EPPING SCHOOL DISTRICT
INDEPENDENT AUDITOR'S REPORT

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Epping School District's basic financial statements. The combining and individual fund schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the Epping School District. The combining and individual fund schedules and the schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole.

October 20, 2010

Roberts, Greene & Drolet, PLLC

EXHIBIT 3
EPPING SCHOOL DISTRICT
Balance Sheet
Governmental Funds
June 30, 2010

	General	Federal Grants	Other Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 768,086	\$ -	\$ 55,155	\$ 823,241
Receivables:				
Accounts	-	-	1,581	1,581
Intergovernmental	2,869	227,970	11,166	242,005
Interfund receivable	259,271	-	-	259,271
Prepaid items	822	-	325	1,147
Total assets	<u>\$ 1,031,048</u>	<u>\$ 227,970</u>	<u>\$ 68,227</u>	<u>\$ 1,327,245</u>
LIABILITIES				
Accounts payable	\$ 321,880	\$ -	\$ 1,668	\$ 323,548
Accrued salaries and benefits	66,729	3,843	1,588	72,160
Interfund payable	-	224,127	35,144	259,271
Deferred revenue	-	-	1,412	1,412
Total liabilities	<u>388,609</u>	<u>227,970</u>	<u>39,812</u>	<u>656,391</u>
FUND BALANCES				
Reserved for encumbrances	214,365	-	-	214,365
Unreserved, undesignated, reported in:				
General fund	428,074	-	-	428,074
Special revenue funds	-	-	28,415	28,415
Total fund balances	<u>642,439</u>	<u>-</u>	<u>28,415</u>	<u>670,854</u>
Total liabilities and fund balances	<u>\$ 1,031,048</u>	<u>\$ 227,970</u>	<u>\$ 68,227</u>	<u>\$ 1,327,245</u>

The notes to the financial statements are an integral part of this statement.

EXHIBIT 5
EPPING SCHOOL DISTRICT
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Fiscal Year Ended June 30, 2010

	General	Federal Grants	Other Governmental Funds	Total Governmental Funds
REVENUES				
School district assessment	\$ 9,183,631	\$ -	\$ -	\$ 9,183,631
Other local	224,214	-	233,918	458,132
State	4,164,708	-	3,684	4,168,392
Federal	1,015,538	667,590	138,256	1,821,384
Total revenues	<u>14,588,091</u>	<u>667,590</u>	<u>375,858</u>	<u>15,631,539</u>
EXPENDITURES				
Current:				
Instruction	6,280,165	540,569	17,497	6,838,231
Support services:				
Student	755,663	24,484	-	780,147
Instructional staff	604,741	86,097	-	690,838
General administration	96,483	2,020	-	98,503
Executive administration	468,044	-	-	468,044
School administration	740,312	-	-	740,312
Operation and maintenance of plant	1,181,624	2,625	-	1,184,249
Student transportation	527,365	-	1,293	528,658
Other	2,857,765	10,031	-	2,867,796
Non-instructional services	-	1,764	343,329	345,093
Debt service:				
Principal	500,000	-	-	500,000
Interest	493,041	-	-	493,041
Facilities acquisition and construction	212,204	-	41,881	254,085
Total expenditures	<u>14,717,407</u>	<u>667,590</u>	<u>404,000</u>	<u>15,788,997</u>
Net change in fund balances	(129,316)	-	(28,142)	(157,458)
Fund balances, beginning	771,755	-	56,557	828,312
Fund balances, ending	<u>\$ 642,439</u>	<u>\$ -</u>	<u>\$ 28,415</u>	<u>\$ 670,854</u>

The notes to the financial statements are an integral part of this statement.

EPPING SCHOOL DISTRICT 2009-2010

DETAILED EXPENDITURE & REVENUE DATA FOR SPECIAL
EDUCATION (HANDICAPPED / DISABLED ONLY) (ALL FUNDS)

REQUIRED PER RSA 32:11-a

<u>EXPENDITURE</u>	<u>2008-2009</u>	<u>2009-2010</u>	
Instruction	\$2,641,613	\$2,804,421	
Related Services	\$717,857	\$603,201	
Administration	\$201,095	\$205,618	
Legal	\$3,855	\$437	
Transportation	<u>\$200,714</u>	<u>\$207,249</u>	
TOTAL	\$3,765,134	\$3,820,926	
<u>REVENUE</u>	<u>2008-2009</u>	<u>2009-2010</u>	
Tuition (Local)	\$0	\$0	
Adequate Education (State)	\$512,873	\$512,873	*
Catastrophic Aid (State)	\$41,213	\$41,922	
Medicaid (Federal)	\$132,041	\$145,846	
Disability Programs (Federal)	<u>\$230,304</u>	<u>\$370,077</u>	
TOTAL	\$916,431	\$1,070,718	
<u>EXPENDITURE</u>	<u>2008-2009</u>	<u>2009-2010</u>	
MINUS REVENUE	\$2,848,703	\$2,750,208	

*State funding formula unchanged for 09-10

DETAILED EXPENDITURE & REVENUE DATA FOR SPECIAL
EDUCATION (CULTURALLY DEPRIVED, BILINGUAL, AND
GIFTED & TALENTED) (ALL FUNDS)

<u>BILINGUAL EDUCATION</u>	<u>2008-2009</u>	<u>2009-2010</u>
Expenditure	\$51,662	\$44,449
Revenue	<u>0</u>	<u>0</u>
Expenditure minus Revenue	\$51,662	\$44,449

No expense / revenue reported for culturally deprived or gifted/talented.